DOCUMENT RESUME

ED 200 313 PS 012 066

AUTHOR Grant, D. R. B.
TITLE Living Conditions of Some Basic School Children: Pointers to Disadvantage.
INSTITUTION Bernard Van Leer Foundation for Early Childhood Education (PECE), Kingston, Jamaica.
PUB DATE 74
NOTE 130p.; Not available in print copy because of reproducibility of colored pages.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Early Childhood Education; *Economically Disadvantaged; *Family Environment; Foreign Countries; *Living Standards; Parent Attitudes; Parent Child Relationship; Questionnaires; *Rural Urban Differences; *Sex Differences; Socioeconomic Status; Surveys; Tables (Data); *Young Children
IDENTIFIERS Jamaica

ABSTRACT

This study, conducted by the Bernard Van Leer Foundation Project for Early Childhood Education (PECE), presents the results of a survey which was carried out to identify home deficits in socioeconomically disadvantaged children's preparation for schooling. The study was conducted in Jamaica during July, August, and September, 1970, and was restricted to households with 4- to 5-year-old children enrolled in the Basic Schools in Kingston, St. Andrew, St. Thomas, and Portland parishes. Section I, titled, "Deficit Hypothesis," gives a broad introduction to the factors which are indicative of home deficits of typical Basic School children as seen through the eyes of the PECE staff. Included in the introduction are descriptions of the neighborhood, housing and family size, household employment and earning, the use of rewards and punishment by parents, and parents' level of education. The findings of the study are presented in tabular form in Section II. No statistical operations have been performed on the data. (Author/MP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED200313

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

The Bernard Van Leer Foundation
Project for Early Childhood Education
(PECE)

Living Conditions of Some Basic School Children:

Pointers to Disadvantage

D.R.B. Grant

1974

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
D.R.B. Grant

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS012066

The Bernard Van Leer Foundation, Project for Early Childhood Education
Mona, Kingston 7, Jamaica W.I.

INTRODUCTION

The era has passed when teachers could decide on what to teach and how to teach without due regard to the experiential background of the pupils, or without facilitating a functional interactivity between the school and the home, and the school and the community. Since 1965 there has been a growing concern for children who because of the low socio-economic condition of their parents, are victims of several kinds of handicaps -- some of which persist throughout their life. Some of this heightened concern seems to have stemmed from three sources. First, there were the findings of the research activities of Hasley[+] et al, and Wiseman[ø] which indicated that children born of poor parents under poor circumstances were low performers and achievers at school. Secondly, the Newsom[$] and the Plowden[•] reports not only highlighted

---

[+]Hasley, A.H., J.E. Floud and F.M. Martin. Social Class and Educational Opportunity. London: Heinemann, 1957.

[ø]Wiseman, S. Education and Environment. Manchester: Manchester University Press, 1964.

[$]Central Advisory Council for Education, England. Half Our Future. (Newsom Report), London: HMSO, 1963.

[•]Central Advisory Council for Education, England. Children and Their Primary Schools. (Plowden Report) Vol. I, London: HMSO, 1967.

the plight of poor children in trying to cope with the school curriculum, but pointed out very vigorously that these children's handicap was due in the main to their adverse environmental circumstances. Thirdly, Martin Deutsch's[+] work in the Institute for Developmental Studies, threw light on some specific environmental variables which could contribute to or retard the school progress of disadvantaged children.

Between 1965 and 1975 several educators developed experimental programmes and wrote books and articles based on the premise that some or most of the handicaps of these children can be overtaken by "compensatory programmes" which include health, education and welfare.

Action researchers theorised that intensive studies of families in a community could throw light on the variables that affect the schooling and development of disadvantaged children, especially those in the pre-school age range. Contributors[ø] to and believers in this theory hoped that any such study would provide knowledge and understanding of the developmental and behaviour patterns of these children.

[+]Deutsch, Martin. Early Social Environment: Its Influence on School Adaptation. In D. Schreiber (ed). The School Dropout Washington, D.C. National Education Association, 1964.

[ø]Passow, A.H., et al. (eds) Education of the Disadvantaged. New York: Holt, Rinehart and Winston, 1967.

_____ Education in the Depressed Areas. New York: Teachers' College Press, 1963.

In Jamaica many sociologists anthropologists, doctors and, to a lesser extent, educators have been engaged in the study of different aspects of community life, but very few, if any, of the reports dwell on the educational implications of the findings. In view of this, much more needs to be known about the child-development deficits caused by deprivation. This study sets out to identify what home deficits there are in poor children's preparation for schooling.

Meaning of Deprivation

When the Proposal for the Project for Early Childhood Education was being prepared for submission to the Bernard Van Leer Foundation, one of the first tasks was to agree on a definition for the term, "Deprivation". Deutsch[+] refers to deprivation in terms of the gap in the development and use of language between disadvantaged children and their more fortunate counterparts in the school system. This gap ranges from a one year retardation at age 5 years to four-year retardation by high school level. Chazan[•] in his review of the literature on deprivation observed that "deprivation and disadvantage are found in a variety of form and social classes." His definition included poverty, inadequate child care, and

---

[+] Deutsch, Martin. The Role of Social Class in Language Development and Cognition. American Journal of Orthopsychiat # 25, 1965.

[•] Chazan, M. Compensatory Education: Defining the Problem. In Compensatory Education: An Introduction. Department of Education, University of Swansea, 1968.

language experience. Riessman[+] explains that the disadvantaged and the deprived cannot be defined by race, residence, or jobs alone -- they are found everywhere under every type of circumstance, with one common denominator:

> "They are left out of a process which purports to carry all human kind, regardless of background, toward the same basic goals; physical comfort and survival and feelings of self-worth, connection with others and concern for the common good."

It is evident that different authorities ascribe different meaning to "deprivation" or "disadvantage" -- this is because to a great extent the term differs in emphasis from developing country to developing country, from developed country to developed country, between developing and developed countries; and even from area to area within a country. This makes it not only a complex term, but also a controversial topic. However, because of the nature and scope of the Project for Early Childhood Education, because of the teachers involved in the Project Schools, and because of the teaching-learning conditions in Basic Schools, the Project staff decided to limit its definition of deprivation/disadvantage to the environmental deficits, in terms of the material and attitudinal conditions at home.

[+]Riessman, F. The Culturally Deprived Child. New York: Harper & Row, 1962.

The Design of the Study - Objectives

T. Parsons in his book, The Social System,[+] looks at socialisation as the "process by which the child acquires the traditions, values, and practices of man, and in turn transmits them, modified, to his own offspring." From this description one sees two aspects to the process of socialisation. First, there is the learning aspect through which children receive impressions of their parental and environmental values and practices, etc. and express them in their behaviour and developmental patterns. Secondly, there is the teaching aspect which includes the child-rearing and/or child-training practices by people, in places and with things. These two aspects are interrelated, and this study sought to find out what did/did not exist in the home environment of some Basic School children to facilitate or retard a positive interaction of the learning and teaching aspects of socialisation. The study was not intended to test any theory or to give a treatise on the effects of the home deficits on the learning potential of children -- its purpose was to present the results of the survey of 803 households. Specifically, the main aims of the study were:

(i) to identify at first hand the facilities and home-life conditions to which some Basic School children, 4-5 years old were exposed as a preparation for schooling,

---

[+]The Free Press of Glencoe: Illinois, 1951.

(ii) to ascertain the extent and persistence of these home-life conditions in the households of the sample population.

Although the PECE staff hypothesised that through a knowledge of the home and environmental conditions of these disadvantaged children the degree of their deprivation will be more clearly understood and interpreted, the statistical data in Section II will be presented without any commentary so that the problems and deficits of these deprived children will be seen not as theirs alone, but as those of all deprived children in many parts of the islands -- the interpretation being left open for the reader, depending on who he/she is, and where he/she is.

Scope and Procedures

The field work of the study was conducted during the months of July, August and September, 1970. It was restricted to households with children 4-5 years old who were enrolled in the Basic Schools in Kingston. St. Andrew, St. Thomas and Portland -- parishes in which PECE was in operation. The sample was selected in the following manner:

(i) Each member of the PECE field staff was asked to grade their schools Above Average, Average, and Below Average, based on the criteria previously decided on. Appendix I shows that a total of 17 schools was so categorised under each geographical area.

(ii) From this list, 72 schools were selected and placed under five types of areas: (a) urban (Kingston) - slum, depressed; (b) suburban (Middle class, (c) Town (country), (d) rural country, (e) suburban (poor). Appendix II shows the list and types of the sample schools selected.

(iii) From these types of schools all the children who were 4-5 years old in 1970 were selected and their parents, chiefly the mothers, (as head of the household) contacted for participation in the study as interviewees. On this basis a total of 803 households were selected as the sample.

(iv) The instrument, a Parent Interview Questionnaire (PIQ) Appendix III was developed, using thosedimensions which clinical observers, psychological theorists and recent investigators have proven to be important. In making the final selection of the dimensions the PECE staff was guided by their conception of child development, and their own knowledge of the child-rearing process around them.

(v) Messrs A. Forde and N. Buck - with over 10 years experience as headteachers, and 3 years as Teaching Internship Supervisors -- were selected and trained to conduct the interviews. Their sample consisted of:

	Forde	Buck	Total Household
Urban	186	151	337
Suburban	7	21	28
Rural Town	114	0	114
Country	207	71	278
Suburban Depressed	0	46	46
Totals:	514	289	803

(vi) An examination of Appendix III will show that the PIQ was made up of:

6 Questions on Family Data
8 Questions on Attitude Toward Basic School
4 Questions on Opinion About the Child's School Progress
10 Questions on Home Learning Opportunities and Experiences
8 Questions on Parent-Child Relationship
4 Questions on Parental Aspirations
1 Question on Parental Educational Attitude
8 Questions on Demographic Information
3 Questions on Interviewer's Observations/Comments
52 questions.

It will be noted also that each set of questions was made up of dimensions that are quantifiable in frequency terms.

Reporting Plan

Because this study sets out, inter alia to highlight the home-deficit conditions and the extent to which these conditions are persistent in the sample interviewed, and because the concept of deprivation is still a relative one implying that some people lack what others have," the findings of the study are left in statistical form, (Tables I to LXX) inviting the readers to interpret the data for themselves, depending on their own knowledge, experience and understanding of their area and population.

For this reason this monograph will be organised under two sections:

Section I, titled "Deficit Hypothesis", gives a broad introduction to the pointers to disadvantage in the households of typical Basic School children as seen through the eyes of the PECE staff and the Interviewers. Occasionally some reference will be made to the data in Section II.

The person-home environment and the person-society interactions are never at a stand still. In a developing country like Jamaica, growth and change, and redefinition of roles with their accompanying necessary action patterns, continually take place overtly or imperceptibly. For this and other reasons the frequence Data Tables I to LXX, in Section II are presented and made to stand on their own merits.

Acknowledgements

This Study and the Monograph could not have been undertaken by PECE without the cooperation and support of many people. The author of the Monograph would like to express his sincere gratitude to:

(i) The Bernard Van Leer Foundation for funding the Project for Early Childhood Education, and thereby facilitating the study,

(ii) The field staff of PECE for selecting and categorising the schools in their instructional zones, and for preparing the heads of the households for receiving the Interviewers,

(iii) The classroom teachers of the 72 Basic Schools for cooperating with the field staff of PECE, in selecting and listing the children who were the index of the target population for the study,

(iv) The Interviewers who gave up their summer vacation to do the house-to-house, and face-to-face-interviews with the heads of the 803 household, irrespective of the difficult geographical terrain, the frequency with which they had to pull out all their stops of deplomacy to get responses to some of the questions, and/or the difficulties in "catching-up" with some householders,

(v) The research team, headed by Norman Wein, PECE Research Fellow, who under the guidance of the author helped in the coding and analysis of the data and in the preparation of the Tables.

(vi) Grace Day for her dedication to the task of decoding my illegible handwriting, and for typing the manuscript,

(vii) Those very close friends who inspired me, and my wife, Gene, whose charm and understanding were indispensable ingredients to the strength and thinking and sensitivity I needed to start, continue and finish this Monograph.

Conclusion

The problem of poverty as the seat of deprivation, involves housing, food, health, education, welfare services, scarce benefits, inexperience in the use of language and unemployment. These and other deficits comingle in the human soil of the deprived, underprivileged, alienated family. It is hoped that what is presented in Section I and in Section II of this monograph will incite us not only to wage a war against poverty but also to sign a social conscience peace with ourselves, with neighbours, and with the public and private sectors, that will "promote and support such schemes and projects as will enable children who are handicapped by their economic, social or cultural background or environments to achieve the greatest possible realisation of their innate intellectual (and other developmental+) potential."•

D.R.B. Grant

1974

+My inclusion.

•Oscar Van Leer's letter to Dr. Phillip Sherlock, Vice-Chancellor, U.W.I., 2nd June, 1966 re funding of PECE.

SECTION I

DEFICIT HYPOTHESIS

This Section of the Monograph is devoted to a description of the home background of children attneding Basic Schools in the island. No attempt will be made to discuss the issues relevant to the conditions of poverty under which these children live and move. This descriptive account is based on the direct observations of the PECE staff and the Interviewers whose anecdotal records from which this section is developed, give some reliable "pointers to disadvantage."

i) Neighbourhood

In Jamaica deprived families are to be found in different parts of the island, with the greatest visible concentration being in certain areas around Kingston and Montego Bay, May Pen and Spanish Town. Some of the new National Housing Schemes, seems to encourage poor living conditions, since it takes more than a building to offset poverty and poor living. Most of these NHS's lack the kinds of facilities -- cultural, recreational, education and medical -- that will lift the morale of the adults and the children. In the rural areas, like Shirley Castle, Constitution Hill, Prickly Pole, Kentish, Job's Hill, inaccessibility and/or isolation from the "bright lights", make the children grow narrow in their outlook, and exposed to limited facilities. Water, well-stocked shops, clinics and other amenities are usually far removed from the bulk of the population. Table LXV shows that

more than 50% of the interviewed householders lived in deteriorating areas, and only about 16% lived in a reasonable residential area.

ii) Housing and Family Size

On the average the Basic School child lives in a sub-standard house with one or two apartments which are used for sleeping. They share "bed" with more than one sibling and the youngest child generally sleeps with the adult. Children with academic aspirations find it difficult to study or do their homework because of lack of space, and poor lighting. Young children are limited in their movements, and so their development is restricted. In the highly concentrated areas, and in some remote areas the houses are made of inexpensive materials -- bamboo, thatch, waste materials -- with "dirt floor". In West Kingston the basic living unit is one room in an environment characterised by indecent language.

Water supply and sanitary facilities are within easy reach of the urban slum dwellers, although many of them share toilet facilities with two or more neighbouring families. In the rural areas the poor child has to transport water for house use, over distances ranging from ½ mile to 3 miles. This is usually done before going to school in the mornings, or when they return from school in the afternoons, and depending on the size of the family, at least three trips are needed to meet the immediate needs of the household.

From the expressions of poor parents, especially mothers, one gets the impression that householders in the urban areas are more conscious of family size than those in the rural areas. As would be expected, the women and men in the urban areas are more knowledgeable and make more use of contraceptives than the rural area folks who, on the whole, believe "it is a sin" to use any form of birth control. The result is more children per family in the rural areas where the one bedroom house is a common accommodation. Table I shows that in the 803 households 307 of them had 4-5 year old children at school who ranged from the 4th child to the 10th child.

The common-law union and the illegitimate child are more the order of the day in the low-no-income bracket family. In fact, in both rural and urban areas, with greater frequency in the latter, it is not unusual for a woman to mother three or more children with paternity being shared by an equal number of men. From a study of Table III it will be seen that in over 50% of the sample households, 4-5 year olds lived with their mother only, while only 127 of the 803 households had the mother and father under the same roof. Of great significance is the fact that no adverse living condition seems to make any great difference in the quality of affection which the mothers show their children.

iii. Employment and Earnings

In the sugar-cane areas about 90% of the men and women live and move and have their being in/by the canefields, and the children are taught from very early in life how to swing the machette. In

other parts of the island, and in the urban areas, adults offer to work at a "little of everything", but doing nothing efficiently. The upshot is that the unemployment rate is very high among Basic School children's parents. Some mothers do "housework", others do "higglering", a few "break rock-stone" and a large number "live by hustling". One of the chief contributary factors to the perpetuation of poverty among these families is unemployment, underemployment and/or unemployability of the mothers and fathers. The percentage of full time employment among the men and women is very low -- Table LX shows that in the sample it was about 13.5%, while the number of householders depending on relatives for support was 441 out of the 803 interviewees. Because manual labour of any kind is not looked upon as an honourable occupation by the low or no-income bracket adult, (or even by the middle class) many of them prefer to go without work than "to dirty their hands".

A concomitant to unemployment and/or underemployment is a low earning power. In some areas the average earning of the head of the deprived family ranges from J$2 to J$2.50 per day. With the high cost of living, coupled with the "oversize" family there is no wonder that the breadwinner is unable to satisfy the basic needs of her children, who consequently cannot resist any disease that is floating in the air. It is well-known in health and welfare circles that the most prevalent and frequent health problem among the poor is malnutrition -- in some cases it is more a question of lack of quality food than quantity. Cases of dental decay, impaired hearing and poor vision are also common.

The majority of these parents have some knowledge of germs which they associate more specifically with impure drinking water. There are two health characteristics of deprived people: (i) they still believe in the "bush medicine", so the home remedy must fail before they consult a "real doctor", and (ii) however, humble and shabby their house is, they do everything to keep it clean -- and sometimes tidy. In fact, some of the older folks are often heard to repeat "Cleanliness is next to godliness."

iv. Rewards and Punishment

Although mothers show love for their children, there use of reward is infrequent. One likely reason is that low or no-income bracket families do not have any material things to give their children. However, in the few cases where rewards are given, both boys and girls are equally favoured, but there are instances when the "brown skin pickney" is still more highly favoured than the black child, irrespective of its sex.

Praise is more sparingly given in these homes, but the fathers are more lavish though to a limited extent in their praise for their girl's achievement, especially in the area of cooking. Both parents, nevertheless, do boast about the academic and athletic achievements of their children, without praising, rewarding them directly. In Table XXXI one sees that the children of the sample householders please their parents only in limited areas such as good schoolwork and entertainment, therefore occasions for praise were also limited.

Children under three years are rarely punished, although there have been cases of mothers spanking two year olds. But these parents do not classify spanking at this tender age as punishment. The most frequently used form of punishment for children over three years is flogging, with mothers using it more frequently than fathers. One of the unfortunate things about corporal punishment is that mothers generally use anything that comes to hand as the "instrument" -- from a shoe, to a piece of rope, to a broomstick, to the fist; but the fathers usually use a strap. Most fathers have two belts -- one for flogging, and the other to wear. In Table XXXIII it is observed that 671 out of the 803 interviewees in this study "beat" their children, and threat and other forms of punishment were rarely used. Note must be taken of the fact that withdrawal of love is never used as a form of punishment by deprived families, especially those in the rural areas, but whenever love is withdrawn it is because the parents, especially the mother, find it necessary to focus their attention on a new baby, or on breadwinning responsibilities. Threats, frequently used by mothers, especially when dealing with boys, usually take the form of ( ) "Wait till you go to school, teacher will know what to do with you," or "When you father (refering to the absent male figure) come he will show you where water walk go a pumpkin belly" or "He will show you who is man."

These parents justify the use of corporal punishment by quoting the Biblical injunction. "Do not spare the rod and spoil the child."

v. Education

Most parents of Basic School children have had a short (or shortened) educational career, with the primary school level being the highest for about 85% of them. This primary school level does not mean the highest grade (Standard 6) in the school system, as most of them become dropouts from about Stardard 3 or 4. Approximately 90% of the interviewees, (Table LVIII) in the study indicated that they would like more schooling, and were prepared to attend the Literacy Classes. It is possible that these were either illiterate or they are lapsed literates.

It is a pity to observe that children who live under material disadvantaged conditions, are by force of circumstance compelled to attend child-care institutions that are generally deprived of sensory and linguistic stimulation. This lack is compounded by the inability of parents, due to their low standard of education, to provide stimulation at home, or to expose their children to a variety of experiences. The child who falls between these two stools of deficit stimulation, grows up (i) deficient in the discrimination and recognition of speech sounds, (ii) inattentive to auditory stimuli, and (iii) deprived of adequate language experience.

The PECE description of Basic Schools[+] portrays grim buildings, uncomfortable seating, absence of play areas, irrelevant and inappropriate curriculum, and untrained teachers. Although good work is

---

[+]Walters, Elinor. The Project for Early Childhood: Profile of Basic Schools. PECE, Mona, UWI, 1968.

being done in some of these schools with poor conditions, it is evident that "deprived schools" can contribute to the retarded development of young children.

It was Douglas[+] who found that there was a high correlation between parents' interest in the education of their children and the latter's performance at school. It is safe to say that one of the greatest ambition of poor parents is to see their children grow and achieve success that will ensure better living than their present lot. In most cases the encouragement is not overtly given, but when their children succeed at school, the parents speak enthusiastically about it to friends and relatives. Strange as it may seem, the achievement demands of many of these parents are low because they believe they and their children are too poor for certain achievement level to be reachable by them. In fact to some of them "doing well at school" carries with it the broad connotation of obedience, being respectful, and not causing the teacher any trouble. The number of parents who wish that their children could go to the University is surprisingly high, but the number who think this is achieveable is low. Looking at Tables XXXIV and XXXV it will be seen that whereas 284 interviewees would like their 4-5 year olds to get a university education, only 83 of them thought it could actually be achieved.

[+]Douglas, J.W.B. The Home and the School. London: MacGibbon and Kee, 1964.

A demonstrative area of parental involvement and interest is in the "free-labour" activities, geared toward improving certain facilities of Basic School or a child care centre. The poorest parent is always anxious and willing to contribute to the physical improvement of the institution, and some of them do not hesitate to give a day's labour at school, and lose a day's pay at their regular work place. Mothers, on the whole seem to show more interest in the education of their children, and in cooperating with the school. In nearly every case they are the ones who take the children to school (and to the doctor), attend P.T.A. meetings, though irregularly, and casually meet and discuss their children's progress with the teachers, especially at churche . It is clear that if the child's performance at school is not thought by the parents to be commensurate with the amount being spent for lunch, and books and clothes, then his attendance is likely to be irregular in order that he may spend sometime helping with the breadwinning chores of the family or relieving someone to win the bread. Of course parental contact with the schools and the teachers is difficult for most of the deprived families because (i) those in the rural areas either live too far from the schools or work so late in the fields that they cannot be bothered to change their "work clothes" in order to attend meetings, (ii) many of those in the urban and rural areas feel inadequate to discuss educational matters openly, therefore they prefer to absent themselves from these meetings and leave the business of the education of their children to the teachers.

vi. Extending Direct/Vicarious Experiences

The value of extending the experiences of deprived children was emphasised by Harvey, et al,[+] who theorised that:

> "Exposure to diversity of experience in early childhood is extremely important, and that lack of variation in stimulation may have adverse consequences in later life. A monotonous environment, which may be found in the homes of all socio-economic levels but is particularly prevalent in those of lower-income families, can be a form of sensory deprivation."

Among the extended experiences for these children should be in contact with places outside the home, exposure to all kinds of books, involvement of parents and other relatives in motivating the desire to read and in enjoying the television and radio programmes, and the development of socialisation through the use of toys and games in the company of other children.

In the homes of most low-income bracket families there is a complete absence of reading materials for either adults or children. (Table XVI) With the exception of the Bible and some discarded class readers (if there are older children in the house) the only other reading materials are some old newspapers with several pages missing. Because of the low

---

[+]Harvey, O.J. (ed). Experience Structure and Adaptability. New York: Springer Publication Co., 1966.

literacy level of the parents and relatives, it is understandable why so few of them read to their children.

On the question of play, neither the PECE staff nor the Interviewers were able to contact one parent who had ever joined his/her children in playing with their toys and games. Very few parents are ever able to purchase toys for their children, therefore birthday and christmas presents are rarely expected, and rarely given.

There is enough evidence to support the theory that early childhood is the period when children -- rich or poor -- learn much from the environment and the experiences in and around their homes, as well as from their interaction with other children and adults, and from outings to places away from their homes. The disadvantaged family finds it very difficult -- in most cases, impossible -- to facilitate the exposure of their children to these extended experiences and learning situations.

SECTION II

FREQUENCY DATA

In 1966 the Barnard Van Leer Foundation funded the Project for Early Childhood Education (PECE) with one of its primary objectives being the development of a curriculum (matter, method and material) relevant and appropriate to the needs of Basic School children. To achieve this particular objective it was necessary to investigate and study the teaching conditions in Basic Schools and the competence level of the teachers, as well as to research the home environmental circumstances to which Basic School children were exposed. The Profile of the Basic School,[+] gives a portrait of the teaching-learning conditions with particular reference to the teachers, and the school plant and amenities.

The research on the Living Conditions of some Basic School Children was conducted during the third school term of 1970. It was not designed to test any theory and/or research findings, instead it aimed at, inter alia, discovering those inculcating procedures directly or indirectly responsible for the development of the children attending Basic Schools generally, and more specifically the children from the 803 households participating in the study. In other words the study sets out to identify pointers to disadvantage.

Because knowledge increases, values change, new problems arise and political ideologies and educational philosophy change, it was considered prudent to

---

[+]Walters, Elinor. op cit.

report the findings of the study in frequency data form, per se. The responses to the questions will be presented under the sex of the child whose head of the household was interviewed, and as a total of both sexes. It is hoped that the data given under this Section will be of use to other investigators in the field of early childhood education.

TABLE I

POSITION OF BASIC SCHOOL CHILD IN FAMILY

FEMALE

School Type	1	2	3	4	5	6	7	8	9	10+	
Urban	37	51	35	18	17	13	4	3	2	3	183
Sub-Urban	3	6	1	0	0	0	1	1	0	0	12
Rural Town	17	11	3	7	9	2	1	0	1	4	55
Country	42	29	19	15	11	10	6	3	6	7	148
Sub-Urban Depressed	4	2	3	4	1	0	1	1	0	0	16
Totals:	103	99	61	44	38	25	13	8	9	14	414

DEG OF FRDOM 36 CHISQ 46 .740

MALE

School Type	1	2	3	4	5	6	7	8	9	10+	
Urban	34	32	28	22	17	11	3	4	2	1	154
Sub-Urban	5	5	2	1	1	1	0	1	0	0	16
Rural Town	17	11	7	9	6	5	2	2	0	0	59
Country	22	23	25	21	11	8	8	3	3	6	130
Sub-Urban Depressed	6	6	8	4	2	1	0	2	0	1	30
Totals:	84	77	70	57	37	26	13	12	5	8	389

DEG OF FRDOM 36 CHISQ 28 .179

TOTAL GROUP

School Type	1	2	3	4	5	6	7	8	9	10	
Urban	71	83	63	40	34	24	7	7	4	4	337
Sub-Urban	8	11	3	1	1	1	1	2	0	0	28
Rural Town	34	21	10	16	15	7	3	2	1	4	114
Country	64	52	44	36	22	18	14	6	9	13	278
Sub-Urban Depressed	10	8	11	8	3	1	1	3	0	1	46
Totals:	187	176	131	101	75	51	26	20	14	22	803

DEG OF FRDOM 36 CHISQ 50 .836

TABLE II

CHILD'S CLASS IN BASIC SCHOOL

FEMALE

	No Info.				
School Type	0	1	2	3	
Urban	19	155	8	1	183
Sub-Urban	0	11	1	0	12
Rural Town	1	54	0	0	55
Country	3	145	0	0	148
Sub-Urban Depressed	1	15	0	0	16
Totals:	24	380	9	1	414

DEG OF FRDOM 12 CHISQ 26 .518

MALE

School Type	0	1	2	3	
Urban	15	137	2	0	154
Sub-Urban	0	16	0	0	16
Rural Town	0	59	0	0	59
Country	5	122	3	0	130
Sub-Urban Depressed	7	21	1	1	30
Totals:	27	355	6	1	389

DEG OF FRDOM 12 CHISQ 36 .958

TOTAL GROUP

School Type	0	1	2	3	
Urban	34	292	10	1	337
Sub-Urban	0	27	1	0	28
Rural Town	1	113	0	0	114
Country	8	267	3	0	278
Sub-Urban Depressed	8	36	1	1	46
Totals:	51	735	15	2	803

DEG OF FRDOM 12 CHISQ 45 .435

TABLE III

RELATIONSHIP OF INTERVIEWEE TO BASIC SCHOOL CHILD

FEMALE

	N/R	M	F	M & F	G/M	G/F	S/M	S/F	A/or S	U	
School Type	0	1	2	3	4	5	6	7	8	9	
Urban	15	97	6	38	15	1	1	0	9	1	183
Sub-Urban	1	6	2	0	2	0	1	0	0	0	12
Rural Town	2	21	3	16	10	0	0	0	3	0	55
Country	8	84	4	18	29	1	1	0	3	0	148
Sub-Urban Depressed	2	9	0	0	2	1	1	0	1	0	16
Totals:	28	217	15	72	58	3	4	0	16	1	414

DEG OF FRDOM 36 CHISQ 57 .409

MALE

	N/R	M	F	M & F	G/M	G/F	S/M	S/F	A/or S	U	
School Type	0	1	2	3	4	5	6	7	8	9	
Urban	7	88	11	28	17	1	1	0	1	0	154
Sub-Urban	0	6	2	3	3	0	1	0	1	0	16
Rural Town	1	26	1	16	12	1	0	0	2	0	59
Country	3	63	8	16	32	3	1	1	3	0	130
Sub-Urban Depressed	0	18	4	0	5	1	0	0	2	0	30
Totals:	11	201	26	63	69	6	3	1	9	0	389

DEG OF FRDOM 36 CHISQ 46 .488

TOTAL GROUP

	N/R	M	F	M & F	G/M	G/F	S/M	S/F	A/or S	U	
School Type	0	1	2	3	4	5	6	7	8	9	
Urban	22	185	17	66	32	2	2	0	10	1	337
Sub-Urban	1	12	4	3	5	0	2	0	1	0	28
Rural Town	3	47	4	32	22	1	0	0	5	0	114
Country	11	147	12	34	61	4	2	1	6	0	278
Sub-Urban Depressed	2	27	4	0	7	2	1	0	3	0	46
Totals:	39	418	41	135	127	9	7	1	25	1	803

DEG OF FRDOM 36 CHISQ 79 .449

Key:

N/R = Not Related
M = Mother
F = Father
M & F = Mother & Father
G/M = Grandmother
G/F = Grandfather
S/M = Stepmother
S/F = Stepfather
A/S = Aunt/ or Sister
U = Uncle

TABLE IV

QUESTION 1: ATTENDANCE AT BASIC SCHOOL MAKES A DIFFERENCE (Parent's Opinion)

FEMALE

	No diff. made	Made diff. Physically	Helped Socialization	Develop Intellect	
School Type	0	1	2	3	
Urban	0	5	56	122	183
Sub-Urban	0	1	2	9	12
Rural Town	1	2	38	14	55
Country	0	6	90	52	148
Sub-Urban Depressed	1	0	4	11	16
Totals:	2	14	190	208	414

DEG OF FRDOM 12 CHISQ 69 .131

MALE

School Type	0	1	2	3	
Urban	2	6	61	85	154
Sub-Urban	0	0	7	9	16
Rural Town	0	5	42	12	59
Country	0	5	85	40	130
Sub-Urban Depressed	0	0	10	20	30
Totals:	2	16	205	166	389

DEG OF FRDOM 12 CHISQ 44 .488

TOTAL GROUP

School Type	0	1	2	3	
Urban	2	11	117	207	337
Sub-Urban	0	1	9	18	28
Rural Town	1	7	80	26	114
Country	0	11	175	92	278
Sub-Urban Depressed	1	0	14	31	46
Totals:	4	30	395	374	803

DeG OF FRDOM 12 CHISO 95 .241

TABLE V

QUESTION 2: CHILD'S FEELING TOWARD SCHOOL (Parent's Opinion)

FEMALE

	Don't like	Don't know No Resp.	Likes it	
School Type	1	2	3	
Urban	13	2	168	183
Sub-Urban	0	0	12	12
Rural Town	5	2	48	55
Country	0	1	147	148
Sub-Urban Depressed	1	0	15	16
Totals:	19	5	390	414

DEG OF FRDOM 8 CHISQ 16 .627

MALE

School Type	1	2	3	
Urban	13	1	140	154
Sub-Urban	0	0	16	16
Rural Town	3	2	54	59
Country	6	5	119	130
Sub-Urban Depressed	3	0	27	30
Totals:	25	8	356	389

DEG OF FRDOM 8 CHISQ 8 .522

TOTAL GROUP

School Type	1	2	3	
Urban	26	3	308	337
Sub-Urban	0		28	28
Rural Town	8	4	102	114
Country	6	6	266	278
Sub-Urban Depressed	4	0	42	46
Totals:	44	13	746	803

DEG OF FRDOM 8 CHISQ 17 .505

TABLE VI

QUESTION 3: THIS IS FIRST CHILD TO ATTEND BASIC SCHOOL

FEMALE

	No Resp.	No	Yes	
School Type	1	2	3	
Urban	3	147	33	183
Sub-Urban	0	7	5	12
Rural Town	1	43	11	55
Country	0	121	27	148
Sub-Urban Depressed	0	10	6	16
Totals:	4	328	82	414

DEG OF FRDOM 8 CHISQ 10 .251

MALE

School Type	1	2	3	
Urban	4	126	24	154
Sub-Urban	0	13	3	16
Rural Town	1	41	17	59
Country	3	104	23	130
Sub-Urban Depressed	1	21	8	30
Totals:	9	305	75	389

DEG FRDOM 8 CHISQ 6 .699

TOTAL GROUP

School Type	1	2	3	
Urban	7	273	57	337
Sub-Urban	0	20	8	28
Rural Town	2	84	28	114
Country	3	225	50	278
Sub-Urban Depressed	1	31	14	46
Totals:	13	633	157	803

DEG FRDOM 8 CHISQ 10 .150

TABLE VII

QUESTION 4: WOULD PARENT SEND OTHERS?

FEMALE

	No	Don't know No Response	Yes	
School Type	1	2	3	
Urban	0	2	181	183
Sub-Urban	0	0	12	12
Rural Town	2	0	53	55
Country	1	3	144	148
Sub-Urban Depressed	0	1	15	16
Totals:	3	6	405	414

DEG OF FRDOM 8 CHISQ 12 .061

MALE

School Type	1	2	3	
Urban	1	1	152	154
Sub-Urban	0	0	16	16
Rural Town	0	0	59	59
Country	0	3	126	129
Sub-Urban Depressed	0	1	29	30
Totals:	1	5	382	388

DEG OF FRDOM 8 CHISQ 5 .052

TOTAL GROUP

School Type	1	2	3	
Urban	1	3	333	337
Sub-Urban	0		28	28
Rural Town	2	0	112	114
Country	1	6	270	277
Sub-Urban Depressed	0	2	44	46
Totals:	4	11	787	802

DEG OF FRDOM 8 CHISQ 11 .171

TABLE VIII

QUESTION 5: WHAT PARENT LIKES BEST ABOUT SCHOOL?

FEMALE

	No Resp.	Socialises	Prep. for Primary	
School Type	1	2	3	
Urban	55	33	95	183
Sub-Urban	0	3	9	12
Rural Town	0	13	42	55
Country	3	15	130	148
Sub-Urban Depressed	6	5	5	16
Totals:	64	69	281	414

DEG OF FRDOM 8 CHISQ 85 .422

MALE

School Type	1	2	3	
Urban	43	19	92	154
Sub-Urban	0	1	15	16
Rural Town	3	5	51	59
Country	9	13	108	130
Sub-Urban Depressed	13	8	9	30
Totals:	68	46	275	389

DEG OF FRDOM 8 CHISQ 60 .035

TOTAL GROUP

School Type	1	2	3	
Urban	98	52	187	337
Sub-Urban	0	4	24	28
Rural Town	3	18	93	114
Country	12	28	238	278
Sub-Urban Depressed	19	13	14	46
Totals:	132	115	556	803

DEG OF FRDOM 8 CHISQ 136 .546

TABLE IX

QUESTION 6: PARENT'S ATTENDANCE AT P.T.A.

FEMALE

	No P.T.A.	Some-times	Frequently	
School Type	1	2	3	
Urban	62	113	8	183
Sub-Urban	5	7	0	12
Rural Town	16	37	2	55
Country	57	79	12	148
Sub-Urban Depressed	5	11	0	16
Totals:	145	247	22	414

DEG OF FRDOM 8 CHISQ 7 .479

MALE

School Type	1	2	3	
Urban	58	92	4	154
Sub-Urban	6	7	3	16
Rural Town	14	44	1	59
Country	37	81	12	130
Sub-Urban Depressed	5	24	1	30
Totals:	120	248	21	389

DEG OF FRDOM 8 CHISQ 22 .257

TOTAL GROUP

School Type	1	2	3	
Urban	120	205	12	337
Sub-Urban	11	14	3	28
Rural Town	30	81	3	114
Country	94	160	24	278
Sub-Urban Depressed	10	35	1	46
Totals:	265	495	43	803

DEG OF FRDOM 8 CHISQ 20 .549

TABLE X

QUESTION 7: PARENT'S VISIT TO BASIC SCHOOL

FEMALE

	No Resp.	Some-times	Fre-quently	Informal Meeting	
School Type	1	2	3	4	
Urban	57	3	63	60	183
Sub-Urban	1	3	2	6	12
Rural Town	25	2	16	12	55
Country	54	15	36	43	148
Sub-Urban Depressed	3	1	4	8	16
Totals:	140	24	121	129	414

DEG OF FRDOM 12 CHISQ 33 .361

MALE

School Type	1	2	3	4	
Urban	52	1	43	58	154
Sub-Urban	2	1	3	10	16
Rural Town	27	2	20	10	59
Country	58	9	29	34	130
Sub-Urban Depressed	4	3	5	18	30
Totals:	143	16	100	130	389

DEG OF FRDOM 12 CHISQ 42 .387

TOTAL GROUP

School Type	1	2	3	4	
Urban	109	4	106	118	337
Sub-Urban	3	4	5	16	28
Rural Town	52	4	36	22	114
Country	112	24	65	77	278
Sub-Urban Depressed	7	4	9	26	46
Totals:	283	40	221	259	803

DEG OF FRDOM 12 CHISQ 68 .744

TABLE XI

QUESTION 8: TYPES OF HELP PARENT WILLING TO GIVE TO SCHOOL

FEMALE

	No Resp.	Monetary	Work	Money Materials Labour	
School Type	1	2	3	4	
Urban	35	115	23	10	183
Sub-Urban	0	10	2	0	12
Rural Town	5	26	17	7	55
Country	11	46	67	24	148
Sub-Urban Depressed	1	13	2	0	16
Totals:	52	210	111	41	414

DEG OF FRDOM 12 CHISQ 81 .561

MALE

School Type	1	2	3	4	
Urban	34	89	25	6	154
Sub-Urban	1	14	1	0	16
Rural Town	3	27	18	10	58
Country	8	47	63	12	130
Sub-Urban Depressed	5	20	5	0	30
Totals:	51	197	112	28	388

DEG OF FRDOM 12 CHISQ 75 .526

TOTAL GROUP

School Type	1	2	3	4	
Urban	69	204	48	16	337
Sub-Urban	1	24	3	0	28
Rural Town	8	53	35	17	113
Country	19	93	130	36	278
Sub-Urban Depressed	6	33	7	0	46
Totals:	103	407	223	69	802

DEG OF FRDOM 12 CHISQ 149 .619

TABLE XII

QUESTION 9: HOW PARENT FEELS ABOUT CHILD'S WORK.

FEMALE

	No Resp. Uncertain	Not Satisfied	Satis-fied	
School Type	1	2	3	
Urban	34	10	139	183
Sub-Urban	2	0	10	12
Rural Town	7	3	45	55
Country	14	3	131	148
Sub-Urban Depressed	3	1	12	16
Totals:	60	17	337	414

DEG OF FRDOM 8 CHISQ 10 .018

MALE

School Type	1	2	3	
Urban	24	10	120	154
Sub-Urban	1	0	15	16
Rural Town	12	4	43	59
Country	20	3	107	130
Sub-Urban Depressed	1	4	25	30
Totals:	58	21	310	389

DEG OF FRDOM 8 CHISQ 12 .90?

TOTAL GROUP

School Type	1	2	3	
Urban	58	20	259	337
Sub-Urban	3	0	25	28
Rural Town	19	7	88	114
Country	34	6	238	278
Sub-Urban Depressed	4	5	37	46
Totals:	118	38	647	803

DEG OF FRDOM 8 CHISQ 16 .595

TABLE XIII

QUESTION 10: BEHAVIOUR PROBLEMS OF CHILD IN SCHOOL

FEMALE

	Yes	No/ No Response	
School Type	1	2	
Urban	1	182	183
Sub-Urban	1	11	12
Rural Town	4	51	55
Country	1	147	148
Sub-Urban Depressed	1	15	16
Totals:	8	406	414

DEG OF FRDOM 4 CHISQ 15 .524

MALE

School Type	1	2	
Urban	2	152	154
Sub-Urban	2	14	16
Rural Town	2	57	59
Country	3	127	130
Sub-Urban Depressed	1	29	30
Totals:	10	379	389

DEG OF FRDOM 4 CHISQ 7 .559

TOTAL GROUP

School Type	1	2	
Urban	3	334	337
Sub-Urban	3	25	28
Rural Town	6	108	114
Country	4	274	278
Sub-Urban Depressed	2	44	46
Totals:	18	785	803

DEG OF FRDOM 4 CHISQ 18 .489

TABLE XIV

QUESTION 11: CHILD DIFFICULTIES WITH SCHOOL WORK (Parent's Opinion)

FEMALE

	Yes	No Response	
School Type	1	2	
Urban	8	174	182
Sub-Urban	1	11	12
Rural Town	3	52	55
Country	6	142	148
Sub-Urban Depressed	2	14	16
Totals:	20	393	413

DEG OF FRDOM 4 CHISQ 2 .671

MALE

School Type	1	2	
Urban	12	142	154
Sub-Urban	2	14	16
Rural Town	1	58	59
Country	7	123	130
Sub-Urban Depressed	4	26	30
Totals:	26	363	389

DEG OF FRDOM 4 CHISQ 5 .999

TOTAL GROUP

School Type	1	2	
Urban	20	316	336
Sub-Urban	3	25	28
Rural Town	4	110	11
Country	13	265	278
Sub-Urban Depressed	6	40	46
Totals:	46	756	802

DEG OF FRDOM 4 CHISQ 7 .471

TABLE XV

QUESTION 12: FREQUENCY OF ABSENCE FROM SCHOOL

FEMALE

	No Resp.	1-3 Dys/wk Illness	1-3 dys/wk. Finance	1-3 dys/ month Finance	1-3 dys/ month Finance	Never Rain	
School Type	0	1	2	3	4	5	
Urban	2	36	7	80	21	37	183
Sub-Urban	0	5	0	3	0	4	12
Rural Town	1	1	3	37	1	12	55
Country	3	26	6	72	10	31	148
Sub-Urban Depressed	1	7	0	2	0	6	16
Totals:	7	75	16	194	32	90	414

DEG OF FRDOM 20 CHISQ 43 .520

MALE

School Type	0	1	2	3	4	5	
Urban	3	29	6	64	21	31	154
Sub-Urban	0	5	0	4	0	7	16
Rural Town	0	7	4	34	3	11	59
Country	1	23	9	64	8	25	130
Sub-Urban Depressed	0	10	1	7	1	11	30
Totals:	4	74	20	173	33	85	389

DEG OF FRDOM 20 CHISQ 35 .005

TOTAL GROUP

School Type	0	1	2	3	4	5	
Urban	5	65	13	144	42	68	337
Sub-Urban	0	10	0	7	0	11	28
Rural Town	1	8	7	71	4	23	114
Country	4	49	15	136	18	56	278
Sub-Urban Depressed	1	17	1	9	1	17	46
Totals:	11	149	36	367	65	175	803

DEG OF FRDOM 20 CHISQ 68 .777

TABLE XVI

QUESTION 13: BOOKS IN THE HOME FOR CHILD TO READ

FEMALE

	No Response	Bible Only	1-5	More Than 5	
School Type	1	2	3	4	
Urban	45	130	7	1	183
Sub-Urban	2	9	0	1	12
Rural Town	2	43	5	5	55
Country	23	101	12	12	148
Sub-Urban Depressed	5	11	0	0	16
Totals:	77	294	24	19	414

DEG OF FRDOM 12 CHISQ 32 .174

MALE

School Type	1	2	3	4	
Urban	33	111	9	1	154
Sub-Urban	3	8	0	5	16
Rural Town	4	46	3	6	59
Country	26	87	8	9	130
Sub-Urban Depressed	9	21	0	0	30
Totals:	75	273	20	21	389

DEG OF FRDOM 12 CHISQ 42 .355

TOTAL GROUP

School Type	1	2	3	4	
Urban	78	241	16	2	337
Sub-Urban	5	17	0	6	28
Rural Town	6	89	8	11	114
Country	49	188	20	21	278
Sub-Urban Depressed	14	32	0	0	46
Totals:	152	567	44	40	803

DEG OF FRDOM 12 CHISQ 65 .167

TABLE XVII

QUESTION 14: HOW OFTEN CHILD READS BY HIMSELF

FEMALE

	No Resp. Never	Some-times	Regu-larly	
School Type	1	2	3	
Urban	21	113	49	183
Sub-Urban	1	7	4	12
Rural Town	12	32	11	55
Country	30	83	35	148
Sub-Urban Depressed	1	9	6	16
Totals:	65	244	105	414

DEG OF FRDOM 8 CHISQ 9 .325

MALE

School Type	1	2	3	
Urban	20	97	37	154
Sub-Urban	0	9	7	16
Rural Town	17	33	9	59
Country	31	62	37	130
Sub-Urban Depressed	7	-	16	30
Totals:	75	208	106	389

DEG OF FRDOM 8 CHISQ 32 .149

TOTAL GROUP

School Type	1	2	3	
Urban	41	210	86	337
Sub-Urban	1	16	11	28
Rural Town	29	65	20	114
Country	61	145	72	278
Sub-Urban Depressed	8	16	22	46
Totals:	140	452	211	803

DEG OF FRDOM 8 CHISQ 36 .024

TABLE XVIII

QUESTION 15: HOW OFTEN IS CHILD READ TO BY SOMEONE

FEMALE

	Never No Resp.	Some-times	Regu-larly	
School Type	1	2	3	
Urban	6	118	59	183
Sub-Urban	0	8	4	12
Rural Town	6	36	13	55
Country	19	79	50	148
Sub-Urban Depressed	0	7	9	16
Totals:	31	248	135	414

DEG OF FRDOM 8 CHISQ 19 .878

MALE

School Type	1	2	3	
Urban	9	101	44	154
Sub-Urban	1	8	7	16
Rural Town	8	40	11	59
Country	17	63	50	130
Sub-Urban Depressed	2	13	15	30
Totals:	37	225	127	389

DEG OF FRDOM 8 CHISQ 20 .247

TOTAL GROUP

School Type	1	2	3	
Urban	15	219	103	337
Sub-Urban	1	16	11	28
Rural Town	14	76	24	114
Country	36	142	100	278
Sub-Urban Depressed	2	20	24	46
Totals:	68	473	262	803

DEG OF FRDOM 8 CHISQ 36 .575

TABLE XIX

QUESTION 16: PERSON WHO READS TO CHILD

FEMALE

	No One	Mother	Step-Parent/s	Grand-Parent/s	Father	Sis &/ Brother	Niece and Neph.	Aunt	Uncle	Friend	
School Type	0	1	2	3	4	5	6	7	8	9	
Urban	109	7	7	11	11	19	4	8	3	1	183
Sub-Urban	6	0	1	2	1	1	1	0	0	0	12
Rural Town	26	6	1	9	6	4	0	3	0	0	55
Country	80	18	3	18	1	16	6	3	2	1	148
Sub-Urban Depressed	8	0	2	3	0	2	1	0	0	0	16
Totals:	229	31	14	43	22	42	12	14	5	2	414

DEG OF FRDOM 36 CHISQ 47 .398

MALE

School Type	0	1	2	3	4	5	6	7	8	9	
Urban	95	6	4	16	7	21	1	3	0	1	154
Sub-Urban	5	1	0	2	4	3	0	1	0	0	16
Rural Town	30	8	1	11	0	6	0	2	1	0	59
Country	57	18	5	20	8	13	4	3	0	2	130
Sub-Urban Depressed	10	1	0	3	5	7	1	3	0	0	30
Totals:	197	34	10	52	24	50	6	12	1	3	389

DEG FRDOM 36 CHISQ 64 .755

TOTAL GROUP

School Type	0	1	2	3	4	5	6	7	8	9	
Urban	204	13	11	27	21	40	5	11	3	2	337
Sub-Urban	11	1	1	4	5	4	1	1	0	0	28
Rural Town	56	14	2	20	6	10	0	5	1	0	114
Country	137	36	8	38	9	29	10	6	2	3	278
Sub-Urban Depressed	18	1	2	6	5	9	2	3	0	0	46
Totals:	426	65	24	95	46	92	18	26	6	5	803

DEG OF FRDOM 36 CHISQ 66 .321

TABLE XX

QUESTION 17A: READING MATERIALS IN THE HOME FOR CHILDREN

FEMALE

	None No Ans.	Newspaper Magazines	Sch. Bks. Others	
School Type	1	2	3	
Urban	146	1	35	182
Sub-Urban	9	0	3	12
Rural Town	49	0	6	55
Country	122	2	24	148
Sub-Urban Depressed	11	0	5	16
Totals:	337	3	73	413

DEG OF FRDOM 8 CHISQ 6 .174

MALE

School Type	1	2	3	
Urban	118	2	34	154
Sub-Urban	14	0	2	16
Rural Town	56	0	2	58
Country	105	0	25	130
Sub-Urban Depressed	23	0	7	30
Totals:	316	2	70	388

DEG OF FRDOM 8 CHISQ 14 .340

TOTAL GROUP

School Type	1	2	3	
Urban	264	3	69	336
Sub-Urban	23	0	5	28
Rural Town	105	0	8	113
Country	227	2	49	278
Sub-Urban Depressed	34	0	12	46
Totals:	653	5	143	801

DEG OF FRDOM 8 CHISQ 14 .539

TABLE XXI

QUESTION 17B: READING MATERIALS IN THE HOME FOR ADULTS

FEMALE

	None No Ans.	N/Papers Magazines Bible	Bible Only	Books Magazines Other religious matter	
School Type	1	2	3	4	
Urban	46	31	76	30	183
Sub-Urban	7	0	4	1	12
Rural Town	0	5	40	10	55
Country	18	11	77	42	148
Sub-Urban Depressed	6	1	6	3	16
Totals:	77	48	203	86	414

DEG OF FRDOM 12 CHISQ 56 .423

MALE

School Type	1	2	3	4	
Urban	48	27	58	21	154
Sub-Urban	8	1	7	0	16
Rural Town	2	4	44	9	59
Country	22	11	64	33	130
Sub-Urban Depressed	14	3	8	5	30
Totals:	94	46	181	68	389

DEG OF FRDOM 12 CHISQ 58 .709

TOTAL GROUP

School Type	1	2	3	4	
Urban	94	58	134	51	337
Sub-Urban	15	1	11	1	28
Rural Town	2	9	84	19	114
Country	40	22	141	75	278
Sub-Urban Depressed	20	4	14	8	46
Totals:	171	94	384	154	803

DEG OF FRDOM 12 CHISQ 113 .445

TABLE XXII

QUESTION 18: GAMES AVAILABLE TO CHILD AT HOME

FEMALE

	None No Response	1 or 2	3 or more	
School Type	1	2	3	
Urban	176	4	2	182
Sub-Urban	8	3	1	12
Rural Town	54	1	0	55
Country	144	3	1	148
Sub-Urban Depressed	14	2	0	16
Totals:	396	13	4	413

DEG OF FRDOM 8 CHISQ 32 .889

MALE

School Type	1	2	3	
Urban	151	1	1	153
Sub-Urban	8	5	3	16
Rural Town	55	4	0	59
Country	122	7	1	130
Sub-Urban Depressed	28	0	2	30
Totals:	364	17	7	388

DEG OF FRDOM 8 CHISQ 69 .588

TOTAL GROUP

School Type	1	2	3	
Urban	327	5	3	335
Sub-Urban	16	8	4	28
Rural Town	109	5	0	114
Country	266	10	2	278
Sub-Urban Depressed	42	2	2	46
Totals:	760	30	11	801

DEG OF FRDOM 8 CHISQ 95 .391

TABLE XXIII

QUESTION 19: HOW OFTEN DOES CHILD PLAY WITH THE GAMES?

FEMALE

	Never No Resp.	Some-times	Often	
School Type	1	2	3	
Urban	176	2	5	183
Sub-Urban	9	2	1	12
Rural Town	54	0	1	55
Country	144	0	4	148
Sub-Urban Depressed	14	1	1	16
Totals:	397	5	12	414

DEG OF FRDOM 8 CHISQ 32 .396

MALE

School Type	1	2	3	
Urban	154	0	0	154
Sub-Urban	8	5	3	16
Rural Town	55	1	3	59
Country	123	6	1	130
Sub-Urban Depressed	29	0	1	30
Totals:	369	12	8	389

DEG OF FRDOM 8 CHISQ 80 .743

TOTAL GROUP

School Type	1	2	3	
Urban	330	2	5	337
Sub-Urban	17	7	4	28
Rural Town	109	1	4	114
Country	267	6	5	278
Sub-Urban Depressed	43	1	2	46
Totals:	766	17	20	803

DEG OF FRDOM 8 CHISQ 96 .197

TABLE XXIV

QUESTION 20: WHICH RELATIVE PLAYS GAMES WITH CHILD?

FEMALE

	No One	Mother	Step-Parents	Grand-Parents	Father	Sis.&/ Brother	Niece &/or Neph.	Aunt	Uncle	
School Type	0	1	2	3	4	5	6	7	8	
Urban	177	1	2	0	0	1	0	2	0	183
Sub-Urban	7	1	1	0	0	0	3	0	0	12
Rural Town	53	0	0	2	0	0	0			55
Country	143	0	0	1	0	2	1	1	0	148
Sub-Urban Depressed	14	0	0	0	0	1	1	0	0	16
Totals:	394	2	3	3	0	4	5	3	0	414

DEG OF FRDOM 32 CHISQ 107 .324

MALE

School Type	0	1	2	3	4	5	6	7	8	
Urban	153	0	0	1	0	0				154
Sub-Urban	9	2	0	0	1	2	2	0	0	16
Rural Town	54	1	0	0	0	2	1	1	0	59
Country	122	2	0	0	1	3	1	0	1	130
Sub-Urban Depressed	29	0	0	0	1	0	0	0		30
Totals:	367	5	0	1	3	7	4	1	1	389

DEG OF FRDOM 32 CHISQ 77 .761

TOTAL GROUP

School Type	0	1	2	3	4	5	6	7	8	
Urban	330	1	2	1	0	1	0	2	0	337
Sub-Urban	16	3	1	0	1	2	5	0	0	28
Rural Town	107	1	0	2	0	2	1	1	0	114
Country	265	2	0	1	1	5	2	1	1	278
Sub-Urban Depressed	43	0	0	0	1	1	1	0	0	46
Totals:	761	7	3	4	3	11	9	4	1	803

DEG OF FRDOM 32 CHISQ 152 .543

TABLE XXV

QUESTION 21A: HOW OFTEN DOES CHILD LISTEN TO RADIO AT HOME?

FEMALE

	No Response None	Sometimes	Often	
School Type	1	2	3	
Urban	15	19	149	183
Sub-Urban	0	6	6	12
Rural Town	14	4	37	55
Country	23	9	116	148
Sub-Urban Depressed	0	3	13	16
Totals:	52	41	321	414

DEG OF FRDOM 8 CHISQ 40 .298

MALE

School Type	1	2	3	
Urban	17	14	122	153
Sub-Urban	0	6	10	16
Rural Town	10	3	46	59
Country	19	14	97	130
Sub-Urban Depressed	0	9	21	30
Totals:	46	46	296	388

DEG OF FRDOM 8 CHISQ 29 .072

TOTAL GROUP

School Type	1	2	3	
Urban	32	33	271	336
Sub-Urban	0	12	16	28
Rural Town	24	7	63	114
Country	42	23	213	278
Sub-Urban Depressed	0	12	34	46
Totals:	98	87	617	802

DEG OF FRDOM 8 CHISQ 63 .191

TABLE XXVI

QUESTION 21B: HOW OFTEN DOES CHILD WATCH T.V. AT HOME?

FEMALE

	No Response None	Some-times	Often	
School Type	1	2	3	
Urban	112	6	64	182
Sub-Urban	1	5	6	12
Rural Town	42	0	13	55
Country	147	0	1	148
Sub-Urban Depressed	5	1	10	16
Totals:	307	12	94	413

DEG OF FRDOM 8 CHISQ 155 .150

MALE

School Type	1	2	3	
Urban	98	1	55	154
Sub-Urban	1	5	10	16
Rural Town	54	1	4	59
Country	124	2	4	130
Sub-Urban Depressed	11	6	13	30
Totals:	288	15	86	389

DEG OF FRDOM 8 CHISQ 144 .684

TOTAL GROUP

School Type	1	2	3	
Urban	210	7	119	336
Sub-Urban	2	10	16	28
Rural Town	96	1	17	114
Country	271	2	5	278
Sub-Urban Depressed	16	7	23	46
Totals:	595	27	180	802

DEG OF FRDOM 8 CHISQ 281 .785

TABLE XXVII

QUESTION 22: HOW OFTEN DOES PARENT CONVERSE WITH CHILD?

FEMALE

	No Response Never	Some-times	Often	
School Type	1	2	3	
Urban	20	162	1	183
Sub-Urban	0	12	0	12
Rural Town	8	44	3	55
Country	17	116	15	148
Sub-Urban Depressed	3	13	0	16
Totals:	48	347	19	414

DEG OF FRDOM 8 CHISQ 21 .880

MALE

School Type	1	2	3	
Urban	14	138	2	154
Sub-Urban	1	15	0	16
Rural Town	9	49	1	59
Country	22	100	8	130
Sub-Urban Depressed	4	25	1	30
Totals:	50	327	12	389

DEG OF FRDOM 8 CHISQ 12 .146

TOTAL GROUP

School Type	1	2	3	
Urban	34	300	3	337
Sub-Urban	1	27	0	28
Rural Town	17	93	4	114
Country	39	216	23	278
Sub-Urban Depressed	7	38	1	46
Totals:	98	674	31	803

DEG OF FRDOM 8 CHISQ 30 .847

TABLE XXVIII

QUESTION 23: DOES CHILD ASK PARENTS QUESTIONS?

FEMALE

	No Response	Yes	
School Type	1	2	
Urban	5	178	183
Sub-Urban	0	12	12
Rural Town	5	49	54
Country	4	144	148
Sub-Urban Depressed	1	15	16
Totals:	15	398	413

DEG OF FRDOM 4 CHISQ 6 .436

MALE

School Type	1	2	
Urban	3	150	153
Sub-Urban	1	15	16
Rural Town	3	55	58
Country	9	119	128
Sub-Urban Depressed	1	29	30
Totals:	17	368	385

DEG OF FRDOM 4 CHISQ 4 .545

TOTAL GROUP

School Type	1	2	
Urban	8	328	336
Sub-Urban	1	27	28
Rural Town	8	104	112
Country	13	263	276
Sub-Urban Depressed	2	44	46
Totals:	32	766	798

DEG OF FRDOM 4 CHISQ 5 .547

TABLE XXIX

QUESTION 24: PARENT's REACTION TO QUESTION SHE CAN'T ANSWER

FEMALE

	No Resp.	Send to someone Look it up	Don't know Ignore	Ans. best as can	
School Type	1	2	3	4	
Urban	0	5	21	157	183
Sub-Urban	0	0	1	11	12
Rural Town	4	2	9	40	55
Country	5	3	23	117	148
Sub-Urban Depressed	1	1	0	14	16
Totals:	10	11	54	339	414

DEG OF FRDOM 12 CHISQ 18 .201

MALE

School Type	1	2	3	4	
Urban	3	5	14	132	154
Sub-Urban	0	2	0	14	16
Rural Town	2	0	6	50	58
Country	6	6	9	109	130
Sub-Urban Depressed	1	1	4	24	30
Totals:	12	14	33	329	388

DEG OF FRDOM 12 CHISQ 11 .170

TOTAL GROUP

School Type	1	2	3	4	
Urban	3	10	35	289	337
Sub-Urban	0	2	1	25	28
Rural Town	6	2	15	90	113
Country	11	9	32	226	278
Sub-Urban Depressed	2	2	4	38	46
Totals:	22	25	87	668	802

DEG OF FRDOM 12 CHISQ 15 .025

TABLE XXX

QUESTIONS 25 and 26: HOW OFTEN DOES PARENT GET ANGRY?

FEMALE

	No resp.	Often	Some-times	Never	
School Type	0	1	2	3	
Urban	0	38	144	1	183
Sub-Urban	0	3	8	1	12
Rural Town	-	6	45	4	55
Country	0	14	129	5	148
Sub-Urban Depressed	0	12	4	0	16
Totals:	0	73	330	11	414

DEG OF FRDOM 12 CHISQ 55 .261

MALE

School Type	0	1	2	3	
Urban	2	29	123	0	154
Sub-Urban	0	6	9	1	16
Rural Town	0	0	53	0	59
Country	0	22	107	1	130
Sub-Urban Depressed	0	14	14	2	30
Totals:	2	77	306	4	389

DEG OF FRDOM 12 CHISQ 41 .760

TOTAL GROUP

School Type	0	1	2	3	
Urban	0	67	267	1	337
Sub-Urban	0	9	17	2	28
Rural Town	0	12	98	4	114
Country	0	36	236	6	278
Sub-Urban Depressed	0	26	18	2	46
Totals:	2	150	636	15	803

DEG OF FRDOM 12 CHISQ 74 .194

TABLE XXXI

QUESTION 27: WHAT CHILD DOES THAT PLEASES PARENT

FEMALE

	No resp. No-thing	Helps Stays occu-pied	Makes things	Healthy Physical Maturity	Listens Stays quiet	Says things Enter-tains	Good sch. work Asks sensible questions	Shows love Gives pre-sents	
School Type	1	2	3	4	5	6	7	8	
Urban	17	54	0	1	1	52	47	11	183
Sub-Urban	0	2	0	3	0	2	3	2	12
Rural Town	16	5	0	0	5	14	13	2	55
Country	25	46	2	0	1	36	34	4	148
Sub-Urban Depressed	2	3	0	0	0	4	7	0	16
Totals:	60	110	2	4	7	108	104	19	414

DEG OF FRDOM 28 CHISQ 131 .221

MALE

School Type	1	2	3	4	5	6	7	8	
Urban	18	29	0	1	4	39	60	3	154
Sub-Urban	3	3	0	0	0	4	2	4	16
Rural Town	8	7	0	0	2	18	17	7	59
Country	17	27	2	1	1	37	41	4	130
Sub-Urban Depressed	4	8	0	0	0	7	10	1	30
Totals:	50	74	2	2	7	105	130	19	389

DEG OF FRDOM 28 CHISQ 38 .643

TOTAL GROUP

School Type	1	2	3	4	5	6	7	8	
Urban	35	83	0	2	5	91	107	14	337
Sub-Urban	3	5	0	3	0	6	5	6	28
Rural Town	24	12	0	0	7	32	30	9	114
Country	42	73	4	1	2	73	75	8	278
Sub-Urban Depressed	6	11	0	0	0	11	17	1	46
Totals:	110	184	4	6	14	213	234	38	803

DEG OF FRDOM 28 CHISQ 106 .040

TABLE XXXII

QUESTION 28: WHAT PARENT DOES WHEN CHILD PLEASES HER

FEMALE

	No resp. Nothing	Praise only	Praise Affec- tion	Praise Reward	Praise Affec. Reward	Affec- tion Only	Affec- tion Reward	Reward only	
School Type	1	2	3	4	5	6	7	8	
Urban	63	37	10	21	34	11	1	6	183
Sub-Urban	2	2	1	3	1	1	0	2	12
Rural Town	16	11	2	7	14	0	2	3	55
Country	44	34	7	30	23	2	1	7	148
Sub-Urban Depressed	10	2	1	2	0	0	0	1	16
Totals:	135	86	21	63	72	14	4	19	414

DEG OF FRDOM 28 CHISQ 37 .069

MALE

School Type	1	2	3	4	5	6	7	8	
Urban	69	26	12	21	13	5	3	5	154
Sub-Urban	3	1	0	4	4	2	2	0	16
Rural Town	21	7	6	7	10	4	1	3	59
Country	52	36	4	16	14	3	1	4	130
Sub-Urban Depressed	14	12	0	2	0	2	0	0	30
Totals:	159	82	22	50	41	16	7	12	389

DEG OF FRDOM 28 CHISQ 55 .183

TOTAL GROUP

School Type	1	2	3	4	5	6	7	8	
Urban	132	63	22	42	47	16	4	11	337
Sub-Urban	5	3	1	7	5	3	2	2	28
Rural Town	37	18	8	14	24	4	3	6	114
Country	96	70	11	46	37	5	2	11	278
Sub-Urban Depressed	24	14	1	4	0	2	0	1	46
Totals:	294	168	43	113	113	30	11	31	803

DEG OF FRDOM 28 CHISQ 54 .130

TABLE XXXIII

QUESTION 29: FORM OF PUNISHMENT FOR DOING SOMETHING WRONG

FEMALE

	No resp.	Beat	Take away privileges	Speak harshly	Ignore	
School Type	1	2	3	4	5	
Urban	1	151	21	10	0	183
Sub-Urban	0	7	4	1	0	12
Rural Town	3	48	1	3	0	55
Country	0	134	4	9	1	148
Sub-Urban Depressed	0	12	3	1	0	16
Totals:	4	352	33	24	1	414

DEG OF FRDOM 16 CHISQ 40 .016

MALE

School Type	1	2	3	4	5	
Urban	1	120	23	10	0	154
Sub-Urban	0	9	4	3	0	16
Rural Town	1	57	1	0	0	59
Country	1	120	6	2	1	130
Sub-Urban Depressed	2	13	12	2	1	30
Totals:	5	319	46	17	2	389

DEG OF FRDOM 16 CHISQ 73 .129

TOTAL GROUP

School Type	1	2	3	4	5	
Urban	2	271	44	20	0	337
Sub-Urban	0	16	8	4	0	28
Rural Town	4	105	2	3	0	114
Country	1	254	10	11	2	278
Sub-Urban Depressed	2	25	15	3	1	46
Totals:	9	671	79	41	3	803

DEG OF FRDOM 16 CHISQ 93 .512

TABLE XXXIV

QUESTION 30: HOW FAR PARENT EXPECTS CHILD TO GO IN SCHOOL?

FEMALE

	No resp. Don't know	Primary	Junior Sec.	High Sch. Trade, Tech. Commerce	Teachers' College Nursing	University	
School Type	1	2	3	4	5	6	
Urban	1	0	0	99	7	76	183
Sub-Urban	1	0	0	2	3	6	12
Rural Town	2	1	1	38	2	11	55
Country	4	0	0	97	13	34	148
Sub-Urban Depressed	0	0	0	4	2	10	16
Totals:	8	1	1	240	27	137	414

DEG OF FRDOM 20 CHISQ 56 .281

MALE

School Type	1	2	3	4	5	6	
Urban	2	0	0	90	2	60	154
Sub-Urban	0			1	0	15	16
Rural Town	1	1	1	41	1	14	59
Country	5	0	3	81	6	35	130
Sub-Urban Depressed	1	0	0	4	2	23	30
Totals:	9	1	4	217	11	147	389

DEG OF FRDOM 20 CHISQ 69 .941

TOTAL GROUP

School Type	1	2	3	4	5	6	
Urban	3	0	0	189	9	136	337
Sub-Urban	1	0	0	3	3	21	28
Rural Town	3	2	2	79	3	25	114
Country	9	0	3	178	19	69	278
Sub-Urban Depressed	1	0	0	8	4	33	46
Totals:	17	2	5	457	38	284	803

DEG OF FRDOM 20 CHISQ 108 .013

TABLE XXXV

QUESTION 31: HOW FAR WILL CHILD ACTUALLY GO IN SCHOOL

FEMALE

	No resp.	Primary	Junior Sec.	High Sch. Trade, Tech. Commerce	Teachers' College Nursing	University	
School Type	1	2	3	4	5	6	
Urban	4	2	47	110	5	15	183
Sub-Urban	0			5	3	4	12
Rural Town	1	1	1	39	4	9	55
Country	0		16	115	10	7	148
Sub-Urban Depressed	0	0	6	7	0	3	16
Totals:	5	3	70	276	22	38	414

DEG OF FRDOM 20 CHISQ 66 .299

MALE

School Type	1	2	3	4	5	6	
Urban	3	4	35	99	4	9	154
Sub-Urban	0			8	0	8	16
Rural Town	2	0	1	45	1	10	59
Country	1	1	17	93	6	12	130
Sub-Urban Depressed	0	2	3	18	1	6	30
Totals:	6	7	56	263	12	45	389

DEG OF FRDOM 20 CHISQ 59 .068

TOTAL GROUP

School Type	1	2	3	4	5	6	
Urban	7	6	82	209	9	24	337
Sub-Urban	0			13	3	12	28
Rural Town	3	1	2	84	5	19	114
Country	1	1	33	208	16	19	278
Sub-Urban Depressed	0	2	9	25	1	9	46
Totals:	11	10	126	539	34	83	803

DEG OF FRDOM 20 CHISQ 107 .416

TABLE XXXVI

QUESTION 32: KIND OF JOB CHILD WILL GET (Parent's) Opinion)

FEMALE

	No resp. Don't know	Unskilled Domestic	Semi-skilled	Skilled	Profes-sional	Profes-sional More intens. trng.	
School Type	1	2	3	4	5	6	
Urban	126	0	1	7	41	8	183
Sub-Urban	6	0	0	0	5	1	12
Rural Town	29	0	0	3	20	3	55
Country	80	0	1	7	53	7	148
Sub-Urban Depressed	12	0	1	0	2	1	16
Totals:	253	0	3	17	121	20	414

DEG OF FRDOM 20 CHISQ 21 .981

MALE

School Type	1	2	3	4	5	6	
Urban	108	0	1	16	9	20	154
Sub-Urban	12	0	0	1	0	3	16
Rural Town	38	0	0	5	5	11	59
Country	82	0	4	12	16	16	130
Sub-Urban Depressed	22	0	1	0	1	6	30
Totals:	262	0	6	34	31	56	389

DEG OF FRDOM 20 CHISQ 16 .965

TOTAL GROUP

School Type	1	2	3	4	5	6	
Urban	234	0	2	23	50	28	337
Sub-Urban	18	0	0	1	5	4	28
Rural Town	67	0	0	8	25	14	114
Country	162	0	5	19	69	23	278
Sub-Urban Depressed	34	0	2	0	3	7	46
Totals:	515	0	9	51	152	76	803

DEG OF FRDOM 20 CHISQ 32 .092

TABLE XXXVII

QUESTION 33: ESTIMATE OF CHILD'S STANDING IN CLASS (Hypothetical)

FEMALE

	No resp.	8th-10th (poorest)	4th-7th (average)	1st-3rd (best)	
School Type	1	2	3	4	
Urban	25	43	113	2	183
Sub-Urban	0	3	9	0	12
Rural Town	3	8	44	0	55
Country	7	44	96	1	148
Sub-Urban Depressed	0	11	5	0	16
Totals:	35	109	267	3	414

DEG OF FRDOM 12 CHISQ 32 .461

MALE

School Type	1	2	3	4	
Urban	24	43	86	1	154
Sub-Urban	0	9	5	2	16
Rural Town	9	14	35	1	59
Country	10	51	66	3	130
Sub-Urban Depressed	0	22	6	2	30
Totals:	43	139	198	9	389

DEG OF FRDOM 12 CHISQ 49 .394

TOTAL GROUP

School Type	1	2	3	4	
Urban	49	86	199	3	337
Sub-Urban	0	12	14	2	28
Rural Town	12	22	79	1	114
Country	17	95	162	4	278
Sub-Urban Depressed	0	33	11	2	46
Totals:	78	248	465	12	803

DEG OF FRDOM 12 CHISQ 76 .025

TABLE XXXVIII

QUESTION 34A: CHILDREN MUST OBEY TEACHERS
(Parent's Attitude)

FEMALE

	No	Don't know	Yes	
School Type	1	2	3	
Urban	8	3	172	183
Sub-Urban	2	0	10	12
Rural Town	0	0	55	55
Country	4	0	144	148
Sub-Urban Depressed	3	0	13	16
Totals:	17	3	394	414

DEG OF FRDOM 8 CHISQ 20.476

MALE

School Type	1	2	3	
Urban	15	4	135	154
Sub-Urban	2	0	14	16
Rural Town	1	1	57	59
Country	4	0	126	130
Sub-Urban Depressed	2	1	27	30
Totals:	24	6	359	389

DEG OF FRDOM 8 CHISQ 12 .987

TOTAL GROUP

School Type	1	2	3	
Urban	23	7	307	337
Sub-Urban	4	0	24	28
Rural Town	1	1	112	114
Country	8	0	270	278
Sub-Urban Depressed	5	1	40	46
Totals:	41	9	753	803

DEG OF FRDOM 8 CHISQ 24 .213

TABLE XXXIX

QUESTION 34B: EDUCATION BEST WAY FOR POOR TO IMPROVE (Parent's View)

FEMALE

	No	Don't know No resp.	Yes	
School Type	1	2	3	
Urban	0	2	181	183
Sub-Urban	0		12	12
Rural Town	1	0	54	55
Country	0	1	147	148
Sub-Urban Depressed	0	0	16	16
Totals:	1	3	410	414

DEG OF FRDOM 8 CHISQ 7 .471

MALE

School Type	1	2	3	
Urban	1	2	151	154
Sub-Urban	0		16	16
Rural Town	1	0	58	59
Country	1	0	129	130
Sub-Urban Depressed	1	1	28	30
Totals:	4	3	382	389

DEG OF FRDOM 8 CHISQ 7 .049

TOTAL GROUP

School Type	1	2	3	
Urban	1	4	332	337
Sub-Urban	0		28	28
Rural Town	2	0	112	114
Country	1	1	276	278
Sub-Urban Depressed	1	1	44	46
Totals:	5	6	792	803

DEG OF FRDOM 8 CHISQ 8 .981

TABLE XL

QUESTION 34C: TEACHERS LIKE QUIET CHILDREN (Parent's View)

FEMALE

	No	Don't know No resp.	Yes	
School Type	1	2	3	
Urban	148	7	28	183
Sub-Urban	8	1	3	12
Rural Town	44	2	9	55
Country	87	9	52	148
Sub-Urban Depressed	8	1	7	16
Totals:	295	20	99	414

DEG OF FRDOM 8 CHISQ 26 .060

MALE

School Type	1	2	3	
Urban	127	5	22	154
Sub-Urban	12	1	3	16
Rural Town	44	3	12	59
Country	73	4	53	130
Sub-Urban Depressed	14	5	11	30
Totals:	270	18	101	389

DEG OF FRDOM 8 CHISQ 41 .853

TOTAL GROUP

School Type	1	2	3	
Urban	275	12	50	337
Sub-Urban	20	2	6	28
Rural Town	88	5	21	114
Country	160	13	105	278
Sub-Urban Depressed	22	6	18	46
Totals:	565	38	200	803

DEG OF FRDOM 8 CHISQ 62 .677

TABLE XLI

QUESTION 34D: PARENT THINKS SHE CAN DO SOMETHING TO IMPROVE SCHOOL

FEMALE

	No	Don't know No resp.	Yes	
School Type	1	2	3	
Urban	5	26	152	183
Sub-Urban	0	4	8	12
Rural Town	2	11	42	55
Country	3	33	112	148
Sub-Urban Depressed	1	1	14	16
Totals:	11	75	328	414

DEG OF FRDOM 8 CHISQ 8 .378

MALE

School Type	1	2	3	
Urban	4	28	122	154
Sub-Urban	2	3	11	16
Rural Town	4	11	44	59
Country	2	32	96	130
Sub-Urban Depressed	1	5	24	30
Totals:	13	79	297	389

DEG OF FRDOM 8 CHISQ 9 .909

TOTAL GROUP

School Type	1	2	3	
Urban	9	54	274	337
Sub-Urban	2	7	19	28
Rural Town	6	22	86	114
Country	5	65	208	278
Sub-Urban Depressed	2	6	38	46
Totals:	24	154	625	803

DEG OF FRDOM 8 CHISQ 12 .431

TABLE XLII

QUESTION 34E: MOST CLASSROOMS ARE OVERCROWDED
(Parent's View)

FEMALE

	No	Don't know No resp.	Yes	
School Type	1	2	3	
Urban	12	8	163	183
Sub-Urban	0	2	10	12
Rural Town	1	6	48	55
Country	13	33	102	148
Sub-Urban Depressed	1	4	11	16
Totals:	27	53	334	414

DEG OF FRDOM 8 CHISQ 31 .270

MALE

School Type	1	2	3	
Urban	4	4	145	153
Sub-Urban	1	2	13	16
Rural Town	4	7	48	59
Country	10	30	90	130
Sub-Urban Depressed	2	5	23	30
Totals:	21	48	319	388

DEG OF FRDOM 8 CHISQ 33 .768

TOTAL GROUP

School Type	1	2	3	
Urban	16	12	308	336
Sub-Urban	1	4	23	28
Rural Town	5	13	96	114
Country	23	63	192	278
Sub-Urban Depressed	3	9	34	46
Totals:	48	101	653	802

DEG OF FRDOM 8 CHISQ 60 .076

TABLE XLIII

QUESTION 34F: TEACHERS WANT PARENTS VISIT SCHOOL (Parent's View)

FEMALE

	No	Don't know No resp.	Yes	
School Type	1	2	3	
Urban	3	5	175	183
Sub-Urban	1	1	10	12
Rural Town	1	1	53	55
Country	1	7	140	148
Sub-Urban Depressed	0	1	15	16
Totals:	6	15	393	414

DEG OF FRDOM 8 CHISQ 7 .485

MALE

School Type	1	2	3	
Urban	1	6	147	154
Sub-Urban	0	2	14	16
Rural Town	0	1	58	59
Country	3	3	124	130
Sub-Urban Depressed	0	3	2	30
Totals:	4	15	370	389

DEG OF FRDOM 8 CHISQ 11 .162

TOTAL GROUP

School Type	1	2	3	
Urban	4	11	322	337
Sub-Urban	1	3	24	28
Rural Town	1	2	111	114
Country	4	10	264	278
Sub-Urban Depressed	0	4	42	46
Totals:	10	30	763	803

DEG OF FRDOM 8 CHISQ 10 .489

TABLE XLIV

QUESTION 34G: SPORTS TAKE UP TOO MUCH SCHOOL TIME (Parent's View)

FEMALE

	No	Don't know No resp.	Yes	
School Type	1	2	3	
Urban	153	6	24	183
Sub-Urban	9	2	1	12
Rural Town	45	6	4	55
Country	125	8	15	148
Sub-Urban Depressed	11	1	4	16
Totals:	343	23	48	414

DEG OF FRDOM 8 CHISQ 11 .873

MALE

School Type	1	2	3	
Urban	129	10	15	154
Sub-Urban	14	0	2	16
Rural Town	51	3	5	59
Country	108	6	16	130
Sub-Urban Depressed	20	1	9	30
Totals:	322	20	47	389

DEG OF FRDOM 8 CHISQ 12 .036

TOTAL GROUP

School Type	1	2	3	
Urban	282	16	39	337
Sub-Urban	23	2	3	28
Rural Town	96	9	9	114
Country	233	14	31	278
Sub-Urban Depressed	31	2	13	46
Totals:	665	43	95	803

DEG OF FRDOM 8 CHISQ 15 .468

TABLE XLV

QUESTION 34H: MOST CHILDREN BEHAVE BADLY (Parent's View)

FEMALE

	No	Don't know No resp.	Yes	
School Type	1	2	3	
Urban	109	17	57	183
Sub-Urban	5	2	5	12
Rural Town	30	14	11	55
Country	85	22	41	148
Sub-Urban Depressed	4	0	12	16
Totals:	233	55	126	414

DEG OF FRDOM 8 CHISQ 27 .786

MALE

	1	2	3	
School Type				
Urban	102	11	41	154
Sub-Urban	12	2	2	16
Rural Town	35	11	13	59
Country	79	15	36	130
Sub-Urban Depressed	12	5	13	30
Totals:	240	44	105	389

DEG OF FRDOM 8 CHISQ 14 .062

TOTAL GROUP

	1	2	3	
School Type				
Urban	211	28	98	337
Sub-Urban	17	4	7	28
Rural Town	65	25	24	114
Country	164	37	77	278
Sub-Urban Depressed	16	5	25	46
Totals:	473	99	231	803

DEG OF FRDOM 8 CHISQ 31 .824

TABLE XLVI

QUESTION 34I: MORE TIME NEEDED FOR 3 R'S (Parent's View)

FEMALE

	No	Don't know No resp.	Yes	
School Type	1	2	3	
Urban	84	9	90	183
Sub-Urban	4	1	7	12
Rural Town	34	7	14	55
Country	85	9	54	148
Sub-Urban Depressed	1	0	15	16
Totals:	208	26	180	414

DEG OF FRDOM 8 CHISQ 32 .852

MALE

School Type	1	2	3	
Urban	71	7	76	154
Sub-Urban	8	1		16
Rural Town	42	4	13	59
Country	59	15	56	130
Sub-Urban Depressed	3	4	23	30
Totals:	183	31	175	389

DEG OF FRDOM 8 CHISQ 36 .140

TOTAL GROUP

School Type	1	2	3	
Urban	155	16	166	337
Sub-Urban	12	2	14	28
Rural Town	76	11	27	114
Country	144	24	110	278
Sub-Urban Depressed	4	4	38	46
Totals:	391	57	355	803

DEG OF FRDOM 8 CHISQ 58 .406

TABLE XLVII

QUESTION 34J: CHILDREN IN SCHOOL WITH WHOM OWN CHILD SHOULDN'T PLAY (Parent's Attitude)

FEMALE

	No	Don't know No resp.	Yes	
School Type	1	2	3	
Urban	160	10	13	183
Sub-Urban	11	1	0	12
Rural Town	52	3	0	55
Country	139	5	4	148
Sub-Urban Depressed	13	2	1	16
Totals:	375	21	18	414

DEG OF FRDOM 8 CHISQ 10 .696

MALE

School Type	1	2	3	
Urban	150	3	1	154
Sub-Urban	13	3	0	16
Rural Town	59	0	0	59
Country	119	4	7	130
Sub-Urban Depressed	23	7	0	30
Totals:	364	17	8	389

DEG OF FRDOM 8 CHISQ 10 .778

TOTAL GROUP

School Type	1	2	3	
Urban	310	13	14	337
Sub-Urban	24	4	0	28
Rural Town	111	3	0	114
Country	258	9	11	278
Sub-Urban Depressed	36	9	1	46
Totals:	739	38	26	803

DEG OF FRDOM 8 CHISQ 37 .228

TABLE XLVIII

QUESTION 34K: IT'S ALRIGHT FOR PARENTS TO KEEP CHILDREN HOME (Parent's View)

FEMALE

	No	Don't know No resp.	Yes	
School Type	1	2	3	
Urban	171	4	8	183
Sub-Urban	11	0	1	12
Rural Town	42	0	13	55
Country	127	1	20	148
Sub-Urban Depressed	15	0	1	16
Totals:	366	5	43	414

DEG OF FRDOM 8 CHISQ 21 .781

MALE

School Type	1	2	3	
Urban	144	3	7	154
Sub-Urban	14	0	2	16
Rural Town	54	0	5	59
Country	108	2	20	130
Sub-Urban Depressed	28	1	1	30
Totals:	348	6	35	389

DEG OF FRDOM 8 CHISQ 13 .487

TOTAL GROUP

School Type	1	2	3	
Urban	315	7	15	337
Sub-Urban	25	0	3	28
Rural Town	96	0	18	114
Country	235	3	40	278
Sub-Urban Depressed	43	1	2	46
Totals:	714	11	78	803

DEG OF FRDOM 8 CHISQ 26 .931

TABLE XLIX

QUESTION 34L: FRIENDLY TEACHERS CAN CONTROL CLASS (Parent's View)

FEMALE

	No	Don't know No resp.	Yes	
School Type	1	2	3	
Urban	15	2	166	183
Sub-Urban	0		12	12
Rural Town	4	0	51	55
Country	18	3	127	148
Sub-Urban Depressed	2	0	14	16
Totals:	39	5	370	414

DEG OF FRDOM 8 CHISQ 5 .349

MALE

School Type	1	2	3	
Urban	5	3	146	154
Sub-Urban	1	1	14	16
Rural Town	4	0	55	59
Country	12	4	114	130
Sub-Urban Depressed	6	2	22	30
Totals:	28	10	351	389

DEG OF FRDOM 8 CHISQ 17 .095

TOTAL GROUP

School Type	1	2	3	
Urban	20	5	312	337
Sub-Urban	1	1	26	28
Rural Town	8	0	106	114
Country	30	7	241	278
Sub-Urban Depressed	8	2	36	46
Totals:	67	15	721	803

DEG OF FRDOM 8 CHISQ 16 .259

TABLE L

QUESTION 34M: TEACHERS MAKE CHILDREN DOUBTFUL AND ASK QUESTIONS (Parent's View)

FEMALE

	No	Don't know No resp.	Yes	
School Type	1	2	3	
Urban	95	39	49	183
Sub-Urban	2	6	4	12
Rural Town	41	11	3	55
Country	86	50	12	148
Sub-urban Depressed	2	11	3	16
Totals:	226	117	71	414

DEG OF FRDOM 8 CHISQ 53 .470

MALE

School Type	1	2	3	
Urban	76	37	41	154
Sub-Urban	10	4	2	16
Rural Town	48	9	2	59
Country	72	45	13	130
Sub-Urban Depressed	2	24	4	30
Totals:	208	119	62	389

DEG OF FRDOM 8 CHISQ 73 .160

TOTAL GROUP

School Type	1	2	3	
Urban	171	76	90	337
Sub-Urban	12	10	6	28
Rural Town	89	20	5	114
Country	158	95	25	278
Sub-Urban Depressed	4	35	7	46
Totals:	434	236	133	803

DEG OF FRDOM 8 CHISQ 120 .120

TABLE LI

QUESTION 34N: MOST TEACHERS SET GOOD EXAMPLE (Parent's View)

FEMALE

	No	Don't know No resp.	Yes	
School Type	1	2	3	
Urban	3	4	176	183
Sub-Urban	1	1	10	12
Rural Town	2	1	52	55
Country	3	0	145	148
Sub-Urban Depressed	0	0	16	16
Totals:	9	6	399	414

DEG OF FRDOM 8 CHISQ 10 .561

MALE

School Type	1	2	3	
Urban	0	2	152	154
Sub-Urban	0		16	16
Rural Town	1	2	56	59
Country	3	2	125	130
Sub-Urban Depressed	1	2	27	30
Totals:	5	8	376	389

DEG OF FRDOM 8 CHISQ 9 .072

TOTAL GROUP

School Type	1	2	3	
Urban	3	6	328	337
Sub-Urban	1	1	26	28
Rural Town	3	3	108	114
Country	6	2	270	278
Sub-Urban Depressed	1	2	43	46
Totals:	14	14	775	803

DEG OF FRDOM 8 CHISQ 7 .448

TABLE LII

QUESTION 34 O: PARENTS TO WORK HARD IN SCHOOL (Parent's View)

FEMALE

	No	Don't know No resp.	Yes	
School Type	1	2	3	
Urban	100	30	53	183
Sub-Urban	9	0	3	12
Rural Town	31	18	6	55
Country	79	23	46	148
Sub-Urban Depressed	11	0	5	16
Totals:	230	71	113	414

DEG OF FRDOM 8 CHISQ 20 .833

MALE

School Type	1	2	3	
Urban	97	26	31	154
Sub-Urban	5	3	8	16
Rural Town	34	16	9	59
Country	73	20	37	130
Sub-Urban Depressed	18	4	8	30
Totals:	227	69	93	389

DEG OF FRDOM 8 CHISQ 14 .977

TOTAL GROUP

School Type	1	2	3	
Urban	197	56	84	337
Sub-Urban	14	3	11	28
Rural Town	65	34	15	114
Country	152	43	83	278
Sub-Urban Depressed	29	4	13	46
Totals:	457	140	206	803

DEG OF FRDOM 8 CHISQ 25 .523

TABLE LIII

QUESTION 34P: CHILDREN HAVE TO BE MADE TO LEARN
(Parent's View)

FEMALE

	No	Don't know No resp.	Yes	
School Type	1	2	3	
Urban	57	21	105	183
Sub-Urban	4	1	7	12
Rural Town	26	6	23	55
Country	50	19	79	148
Sub-Urban Depressed	4	1	11	16
Totals:	141	48	225	414

DEG OF FRDOM 8 CHISQ 6 .957

MALE

School Type	1	2	3	
Urban	97	26	31	154
Sub-Urban	5	3	8	16
Rural Town	34	16	9	59
Country	73	20	37	130
Sub-Urban Depressed	18	4	8	30
Totals:	227	69	93	389

DEG OF FRDOM 8 CHISQ 14 .977

TOTAL GROUP

School Type	1	2	3	
Urban	109	39	189	337
Sub-Urban	13	4	11	28
Rural Town	51	13	50	114
Country	93	39	146	278
Sub-Urban Depressed	16	4	26	46
Totals:	282	99	422	803

DEG OF FRDOM 8 CHISQ 9 .959

TABLE LIV

QUESTION 34Q TRAINING OF TEACHERS IMPROVE BASIC SCHOOL (Parent's View)

FEMALE

	No	Don't know No resp.	Yes	
School Type	1	2	3	
Urban	0	4	179	183
Sub-Urban	1	0	11	12
Rural Town	1	0	54	55
Country	1	7	145	148
Sub-Urban Depressed	0	0	16	16
Totals:	3	6	405	414

DEG OF FRDOM 8 CHISQ 13 .887

MALE

School Type	1	2	3	
Urban	0	2	152	154
Sub-Urban	1	0	15	16
Rural Town	1	0	58	59
Country	0	1	129	130
Sub-Urban Depressed	1	4	25	30
Totals:	3	7	379	389

DEG OF FRDOM 8 CHISQ 36 .862

TOTAL GROUP

School Type	1	2	3	
Urban	0	6	331	337
Sub-Urban	2	0	26	28
Rural Town	2	0	112	114
Country	1	3	274	278
Sub-Urban Depressed	1	4	41	46
Totals:	6	13	784	803

DEG OF FRDOM 8 CHISQ 38 .733

TABLE LV

QUESTION 34R: PARENTS SHOULD MAKE SACRIFICE TO PAY FEES (Parent's View)

FEMALE

	No	Don't know No resp.	Yes	
School Type	1	2	3	
Urban	0	3	180	183
Sub-Urban	0	0	12	12
Rural Town	1	0	54	55
Country	1	1	146	148
Sub-Urban Depressed	0	0	16	16
Totals:	2	4	408	414

DEG OF FRDOM 8 CHISQ 4 .951

MALE

School Type	1	2	3	
Urban	0	2	152	154
Sub-Urban	0		16	16
Rural Town	1	0	58	59
Country	2	1	127	130
Sub-Urban Depressed	1	1	28	30
Totals:	4	4	381	389

DEG OF FRDOM 8 CHISQ 6 .465

TOTAL GROUP

School Type	1	2	3	
Urban	0	5	332	337
Sub-Urban	0		28	28
Rural Town	2	0	112	114
Country	3	2	273	278
Sub-Urban Depressed	1	1	44	46
Totals:	6	8	789	803

DEG OF FRDOM 8 CHISQ 9 .045

TABLE LVI

QUESTION 35 I: NUMBER OF 4 TO 6 YEAR OLDS IN HOUSEHOLD

FEMALE

School Type	None - 0	1	2	3	4	5	6	No response: 7	8	Total 9	
Urban	6	85	71	17	3	1	0	0	0		183
Sub-Urban	0	6	5	1	0	0					12
Rural Town	1	28	20	2	0	2	0	2	0	0	55
Country	0	72	61	12	3	0	0	0			148
Sub-Urban Deprsd	1	10	4	0	1	0	0	0			16
Totals:	8	101	161	32	7	3	0	2	0	0	414

DEG OF FRDOM 36 CHISQ 35 .423

MALE

School Type	0	1	2	3	4	5	6	7	8	9	
Urban	0	81	60	11	2	0	0	0			154
Sub-Urban	2	6	7	1	0	0					16
Rural Town	1	25	28	5	0	0					59
Country	0	57	56	12	4	0	1	0	0	0	130
Sub-Urban Deprsd	0	18		5	0	0					30
Totals:	3	187	158	34	6	0	1	0	0	0	389

DEG OF FRDOM 36 CHISQ 46 .148

TOTAL GROUP

School Type	0	1	2	3	4	5	6	7	8	9	
Urban	6	166	131	28	5	1	0	0	0	0	337
Sub-Urban	2	12	12	2	0	0					28
Rural Town	2	53	48	7	0	2	0	2	0	0	114
Country	0	129	117	24	7	0	1	0	0	0	278
Sub-Urban Deprsd	1	28	11	5	1	0	0	0			46
Totals:	11	388	319	66	13	3	1	2	0	0	803

DEG OF FRDOM 36 CHISQ 43 .047

TABLE LVII

QUESTION 35 II: NUMBER OF 7 TO 12 YEAR OLDS IN HOUSEHOLD

FEMALE

School Type	None - No Response: 0	1	2	3	4	5	6	7	8	9	Total
Urban	81	45	33	15	5	2	2	2	0	0	183
Sub-Urban	4	3	3	1	0	1	0	0	0	0	12
Rural Town	26	16	7	3	1	2	0	0	0	0	55
Country	46	32	41	21	6	2	0	0	0	0	148
Sub-Urban Deprsd	8	2	4	1	1	0	0	0			16
Totals:	165	98	88	41	13	7	2	0	0	0	414

DEG OF FRDOM 36 CHISQ 26 .698

MALE

School Type	0	1	2	3	4	5	6	7	8	9	
Urban	61	40	34	13	6	0	0	0			154
Sub-Urban	8	6	1	0	1	0	0	0			16
Rural Town	23	13	13	8	2	0	0	0			59
Country	39	33	36	13	6	2	0	1	0	0	130
Sub-Urban Deprsd	11	8	8	3	0	0					30
Totals:	142	100	92	37	15	2	0	1	0	0	389

DEG OF FRDOM 36 CHISQ 17 .652

TOTAL GROUP

School Type	0	1	2	3	4	5	6	7	8	9	
Urban	142	85	67	28	11	2	2	0	0	0	337
Sub-Urban	12	9	4	1	1	1	0	0	0	0	28
Rural Town	49	29	20	11	3	2	0	0	0	0	114
Country	85	65	77	34	12	4	0	1	0	0	278
Sub-Urban Deprsd	19	10	12	4	1	0	0	0			46
Totals:	307	198	180	78	28	9	2	1	0	0	803

DEG OF FRDOM 36 CHISQ 27 .190

TABLE LVIII

QUESTION 36: NUMBER OF PARENTS WHO WOULD LIKE MORE SCHOOLING

FEMALE

	No resp.	Literacy Trade Secretarial	College Nursing	
School Type	1	2	3	
Urban	1	174	8	183
Sub-Urban	3	6	3	12
Rural Town	3	48	4	55
Country	9	129	9	147
Sub-Urban Depressed	0	14	2	16
Totals:	16	371	26	413

DEG OF FRDOM 8 CHISQ 33 .560

MALE

School Type	1	2	3	
Urban	2	150	2	154
Sub-Urban	3	11	2	16
Rural Town	1	54	4	59
Country	7	114	8	129
Sub-Urban Depressed	1	24	5	30
Totals:	14	353	21	388

DEG OF FRDOM 8 CHISQ 29 .962

TOTAL GROUP

School Type	1	2	3	
Urban	3	324	10	337
Sub-Urban	6	17	5	28
Rural Town	4	102	8	114
Country	16	243	17	276
Sub-Urban Depressed	1	38	7	46
Totals:	30	724	47	801

DEG OF FRDOM 8 CHISQ 57 .450

TABLE LIX

QUESTION 37: HOW FAR IN SCHOOL DID PARENT GO?

FEMALE

	No resp.	Pri- mary	Sec- ondary	Col- lege	Uni- versity	
School Type	1	2	3	4	5	
Urban	21	151	11	0	0	183
Sub-Urban	3	3	5	1	0	12
Rural Town	7	44	3	1	0	55
Country	19	125	3	0	1	148
Sub-Urban Depressed	4	11	1	0	0	16
Totals:	54	334	23	2	1	414

DEG OF FRDOM 16 CHISQ 60 .996

MALE

School Type	1	2	3	4	5	
Urban	16	130	7	1	0	154
Sub-Urban	2	5		1	1	16
Rural Town	7	50	2	0	0	59
Country	14	112	4	0	0	130
Sub-Urban Depressed	2	21	7	0	0	30
Totals:	41	318	27	2	1	389

DEG OF FRDOM 16 CHISQ 89 .404

TOTAL GROUP

School Type	1	2	3	4	5	
Urban	37	281	18	1	0	337
Sub-Urban	5	8	12	2	1	28
Rural Town	14	94	5	1	0	114
Country	33	237	7	0	1	278
Sub-Urban Depressed	6	32	8	0	0	46
Totals:	95	652	50	4	2	803

DEG OF FRDOM 16 CHISQ 129 .848

TABLE LX

QUESTION 38: NATURE OF EMPLOYMENT OF PARENT

FEMALE

	No resp.	Depend. Relative	Work Part-Time	Work Full-Time	Work & depend on Father	
School Type	1	2	3	4	5	
Urban	1	91	15	26	50	183
Sub-Urban	0	3	0	8	1	12
Rural Town	1	35	4	8	7	55
Country	1	99	12	13	23	148
Sub-Urban Depressed	0	8	1	5	2	16
Totals:	3	236	32	60	83	414

DEG OF FRDOM 16 CHISQ 47 .271

MALE

School Type	1	2	3	4	5	
Urban	1	78	7	21	47	154
Sub-Urban	1	4	1	9	1	16
Rural Town	1	29	1	8	20	59
Country	1	82	14	15	18	130
Sub-Urban Depressed	1	12	4	9	4	30
Totals:	5	205	27	62	90	389

DEG OF FRDOM 16 CHISQ 56 .144

TOTAL GROUP

School Type	1	2	3	4	5	
Urban	2	169	22	47	97	337
Sub-Urban	1	7	1	17	2	28
Rural Town	2	64	5	16	27	114
Country	2	181	26	28	41	278
Sub-Urban Depressed	1	20	5	14	6	46
Totals:	8	441	59	122	173	803

DEG OF FRDOM 16 CHISQ 89 .894

TABLE LXI

QUESTION 39: EARNINGS OF PARENT

FEMALE

	No resp.	Under $1 per day	$1-$3 per day	
School Type	1	2	3	
Urban	60	17	105	182
Sub-Urban	8	0	4	12
Rural Town	1	16	38	55
Country	24	47	76	147
Sub-Urban Depressed	10	0	6	16
Totals:	103	80	229	412

DEG OF FRDOM 8 CHISQ 72 .095

MALE

School Type	1	2	3	
Urban	49	12	92	153
Sub-Urban	9	0	7	16
Rural Town	2	8	49	59
Country	28	32	69	129
Sub-Urban Depressed	21	1	8	30
Totals:	109	53	225	387

DEG OF FRDOM 8 CHISQ 71 .256

TOTAL GROUP

School Type	1	2	3	
Urban	109	29	197	335
Sub-Urban	17	0	11	28
Rural Town	3	24	87	114
Country	52	79	145	276
Sub-Urban Depressed	31	1	14	46
Totals:	212	133	454	799

DEG OF FRDOM 8 CHISQ 140 .773

TABLE LXII

QUESTION 40: DIFFICULTY EXPERIENCED IN PAYING SCHOOL FEES

FEMALE

	No resp.	Great diff.	Little diff.	No diff.	
School Type	1	2	3	4	
Urban	2	22	66	93	183
Sub-Urban	0			12	12
Rural Town	3	3	18	31	55
Country	0	12	73	63	148
Sub-Urban Depressed	2	0	3	11	16
Totals:	7	37	160	210	414

DEG OF FRDOM 12 CHISQ 44 .604

MALE

School Type	1	2	3	4	
Urban	1	15	70	68	154
Sub-Urban	0		2	14	16
Rural Town	0	3	26	30	59
Country	0	16	63	51	130
Sub-Urban Depressed	3	0	9	18	30
Totals:	4	34	170	181	389

DEG OF FRDOM 12 CHISQ 47 .230

TOTAL GROUP

School Type	1	2	3	4	5
Urban	3	37	136	161	337
Sub-Urban	0		2	26	28
Rural Town	3	6	44	61	114
Country	0	28	136	114	278
Sub-Urban Depressed	5	0	12	29	46
Totals:	11	71	330	391	803

DEG OF FRDOM 12 CHISQ 78 .680

TABLE LXIII

QUESTION 41: WHERE CHILD TAKEN FOR HOLIDAY

FEMALE

	No resp.	No-where	Day trip	
School Type	1	2	3	
Urban	2	158	23	183
Sub-Urban	1	6	5	12
Rural Town	1	40	14	55
Country	1	131	16	148
Sub-Urban Depressed	2	11	3	16
Totals:	7	346	61	414

DEG OF FRDOM 8 CHISQ 31 .417

MALE

School Type	1	2	3	
Urban	0	137	17	154
Sub-Urban	0	8	8	16
Rural Town	0	49	10	59
Country	2	108	20	130
Sub-Urban Depressed	1	25	4	30
Totals:	3	327	59	389

DEG OF FRDOM 8 CHISQ 22 .706

TOTAL GROUP

School Type	1	2	3	
Urban	2	295	40	337
Sub-Urban	1	14	13	28
Rural Town	1	89	24	114
Country	3	239	36	278
Sub-Urban Depressed	3	36	7	46
Totals:	10	673	120	803

DEG OF FRDOM 8 CHISQ 42 .274

TABLE LXIV

QUESTION 42: WHAT PARTIES PLANNED FOR/ATTENDED BY CHILD

FEMALE

	No resp.	None	Planned or attended party	
School Type	1	2	3	
Urban	0	163	20	183
Sub-Urban	1	4	7	12
Rural Town	0	51	4	55
Country	1	141	6	148
Sub-Urban Depressed	1	8	7	16
Totals:	3	367	44	414

DEG OF FRDOM 8 CHISQ 74 .563

MALE

School Type	1	2	3	
Urban	0	140	14	154
Sub-Urban	0	5	11	16
Rural Town	1	52	6	59
Country	1	119	10	130
Sub-Urban Depressed	1	19	10	30
Totals:	3	335	51	389

DEG OF FRDOM 8 CHISQ 65 .128

TOTAL GROUP

School Type	1	2	3	
Urban	0	303	34	337
Sub-Urban	1	9	18	28
Rural Town	1	103	10	114
Country	2	260	16	278
Sub-Urban Depressed	2	27	17	46
Totals:	6	702	95	803

DEG OF FRDOM 8 CHISQ 129 .293

TABLE LXV

QUESTION 43: STATUS OF NEIGHBOURHOOD

FEMALE

	No resp.	Slum	Deteriorating Residential	Good Residential	
School Type	0	1	2	3	
Urban	3	28	117	35	183
Sub-Urban	1	11	0	0	12
Rural Town	0	15	37	3	55
Country	2	34	82	30	148
Sub-Urban Depressed	2	12	2	0	16
Totals:	8	100	238	68	414

DEG OF FRDOM 12 CHISQ 84 .874

MALE

School Type	0	1	2	3	
Urban	2	21	87	44	154
Sub-Urban	1	14	1	0	16
Rural Town	0	17	34	8	59
Country	1	41	70	18	130
Sub-Urban Depressed	2	24	4	0	30
Totals:	6	117	196	70	389

DEG OF FRDOM 12 CHISQ 101 .377

TOTAL GROUP

School Type	0	1	2	3	
Urban	5	49	204	79	337
Sub-Urban	2	25	1	0	28
Rural Town	0	32	71	11	114
Country	3	75	152	48	278
Sub-Urban Depressed	4	36	6	0	46
Totals:	14	217	434	138	803

DEG OF FRDOM 12 CHISQ 180 .366

TABLE LXVI

QUESTION 44 I: CONDITION OF HOUSE

FEMALE

	No resp.	Dela-pidated	Needs repairs	Good condition	
School Type	0	1	2	3	
Urban	10	32	92	49	183
Sub-Urban	1	0	2	9	12
Rural Town	0	10	34	11	55
Country	3	42	82	21	148
Sub-Urban Depressed	2	1	2	11	16
Totals:	16	85	212	101	414

DEG FOR FRDOM 12 CHISQ 59 .710

MALE

School Type	0	1	2	3	
Urban	8	28	86	32	154
Sub-Urban	1	0	2	13	16
Rural Town	2	23	24	10	59
Country	3	38	67	22	130
Sub-Urban Depressed	2	1	13	14	30
Totals:	16	90	192	91	389

DEG OF FRDOM 12 CHISQ 61 .722

TOTAL GROUP

School Type	0	1	2	3	
Urban	18	60	178	81	337
Sub-Urban	2	0	4	22	28
Rural Town	2	33	58	21	114
Country	6	80	149	43	278
Sub-Urban Depressed	4	2	15	25	46
Totals:	32	175	404	192	803

DEG OF FRDOM 12 CHISQ 106 .124

TABLE LXVII

QUESTION 44 II: SIZE OF HOUSE (Number of Rooms)

FEMALE

	No resp.	One bedroom	Two bed-rooms	Three or more bed-rooms	
School Type	0	1	2	3	
Urban	7	82	74	20	183
Sub-Urban	2	1	2	7	12
Rural Town	4	13	24	14	55
Country	5	52	71	20	148
Sub-Urban Depressed	2	2	9	3	16
Totals:	20	150	180	64	414

DEG OF FRDOM 12 CHISQ 42 .753

MALE

School Type	0	1	2	3	
Urban	7	89	42	16	154
Sub-Urban	2	0	5	9	16
Rural Town	1	21	25	12	59
Country	2	46	62	20	130
Sub-Urban Depressed	2	6	18	4	30
Totals:	14	162	152	61	389

DEG OF FRDOM 12 CHISQ 60 .433

TOTAL GROUP

School Type	0	1	2	3	
Urban	14	171	116	36	337
Sub-Urban	4	1	7	16	28
Rural Town	5	34	49	26	114
Country	7	98	133	40	278
Sub-Urban Depressed	4	8	27	7	46
Totals:	34	312	332	125	803

DEG OF FRDOM 12 CHISQ 93 .128

TABLE LXVIII

QUESTION 45 I: BEDS

FEMALE

	No resp.	No	Yes	
School Type	0	1	2	
Urban	5	20	157	182
Sub-Urban	1	8	3	12
Rural Town	0	0	54	54
Country	3	15	130	148
Sub-Urban Depressed	2	13	1	16
Totals:	11	56	345	412

DEG OF FRDOM 8 CHISQ 115 .761

MALE

School Type	0	1	2	
Urban	3	16	135	154
Sub-Urban	1	9	6	16
Rural Town	0		58	58
Country	2	19	109	130
Sub-Urban Depressed	2	23	5	30
Totals:	8	67	313	388

DEG OF FRDOM 8 CHISQ 118 .682

TOTAL GROUP

School Type	0	1	2	
Urban	8	36	292	336
Sub-Urban	2	17	9	28
Rural Town	0		112	112
Country	5	34	239	278
Sub-Urban Depressed	4	36	6	46
Totals:	19	123	658	800

DEG OF FRDOM 8 CHISQ 233 .932

TABLE LXIX

QUESTION 45 II: TOILET

FEMALE

	No information	No	Yes	
School Type	0	1	2	
Urban	5	31	146	182
Sub-Urban	1	2	9	12
Rural Town	0	0	54	54
Country	3	2	143	148
Sub-Urban Depressed	2	1	13	16
Totals:	11	36	365	412

DEG OF FRDOM 8 CHISQ 41 .837

MALE

School Type	0	1	2	
Urban	2	32	120	154
Sub-Urban	1	2	12	16
Rural Town	0	2	56	58
Country	2	4	123	129
Sub-Urban Depressed	2	3	2	29
Totals:	7	43	336	386

DEG OF FRDOM 8 CHISQ 33 .856

TOTAL GROUP

School Type	0	1	2	
Urban	7	63	266	336
Sub-Urban	2	4	22	28
Rural Town	0	2	110	112
Country	5	6	266	277
Sub-Urban Depressed	4	4	37	45
Totals:	18	79	701	798

DEG OF FRDOM 8 CHISQ 72 .715

TABLE LXX

QUESTION 45 III: BATHROOM

FEMALE

	No information	No	Yes	
School Type	0	1	2	
Urban	5	58	119	182
Sub-Urban	1	2	9	12
Rural Town	0	26	28	54
Country	3	122	23	148
Sub-Urban Depressed	2	3	11	16
Totals:	11	211	190	412

DEG OF FRDOM 8 CHISQ 105 .555

MALE

School Type	0	1	2	
Urban	2	54	98	154
Sub-Urban	1	2	13	16
Rural Town	0	35	24	59
Country	3	108	18	129
Sub-Urban Depressed	2	9	19	30
Totals:	8	208	172	388

DEG OF FRDOM 8 CHISQ 93 .708

TOTAL GROUP

School Type	0	1	2	
Urban	7	112	217	336
Sub-Urban	2	4	22	28
Rural Town	0	61	52	113
Country	6	230	41	277
Sub-Urban Depressed	4	12	30	46
Totals:	19	419	362	800

DEG OF FRDOM 8 CHISQ 195 .557

CONCLUSION

Poverty, malnutrition, illness, underachievement or non-realisation of inmate potential for self-fulfilment are the lot of disadvantaged children. What is known about multi-problem families is enough to justify large scale action programmes to make the conquest of th ir condition not only feasible but also imperative.

Although so much is known, there is much more to be known and understood about the "deficit hypothesis" -- lack of adequate parental attention, the missing/absent father figure (or model), irregular interaction with parents, other adults and/or children, low level achievement demands and the need for more positive reinforcement at home, and the lack of adequate language experiences. If more is known empirically, about the Basic School child's home background it seems reasonable to hypothesize that:

(i) teachers can be trained to have a greater understanding of the children they teach so as to help them (the children) achieve their potential,

(ii) PECE will be more able to maximise the use of the disadvantaged teaching conditions for providing sensory stimulation and adequate language experiences,

(iii) the curriculum (Matter, Method and Materials) can be made more relevant and appropriate to the children's experiential background and so promote natural transactional teaching-learning activities in and out of the classrooms,

(iv) the school and home, and the school and community will more likely develop functional interactivity that will provide greater nurture for the development of the whole child.

Goodwill, optimism and a drive for action are necessary in good measure to convert these hypotheses into objectives, and to make their achieveability a national commitment. All the energies of the PECE staff, supported by the private and public sectors must be deployed in projects and programmes designed not only for ameliorating the conditions of the disadvantaged child, but also for acquiring increase knowledge and understanding of the life styles of multi-problem families -- pragmatism should, and must be guided by inquiry and experiment.

It is hoped that the disadvantaged and underprivileged conditions described in this section will wet the appetite of all who have to deal with Basic Schools, deprived children, and multi-problem families in Jamaica, and so open the way for further indepth study of the pointers to disadvantage, keeping in the foreground the human and personality dimensions.

REFERENCES

Non-Jamaican

1. Central Advisory Council for Education, England. Half Our Future. (Newsom Report) London: HMSO, 1963.

2. _____ Children and Their Primary Schools. (Plowden Report) Vol. I. London: HMSO, 1967.

3. Chazan, M. Compensatory Education: Defining the Problem. In Compensatory Education: An Introduction. Department of Education, University of Swansea, 1968.

4. Deutsch, Martin. Early Social Environment: Its Influence on School Adaptation. In D. Schreiber (ed). The School Drop-Out Washington, D.C. National Education Association, 1964.

5. _____ The Role of Social Class in Language Development and Cognition. American Journal of Orthopsychiat # 25, 1965.

6. Douglas, J.W.B. The Home and the School. London: MacGibbon and Kee, 1964

7. Harvey, O.J. (ed) Experience, Structure and Adaptability. New York, Springer Publication Company, 1966.

8. Hasley, A.H., J.E. Floud and F.M. Martin. Social Class and Educational Opportunity. London: Heinemann, 1957.

9. Parson, T. The Social System. Glencoe: Free Press, Illinois, 1951.

10. Passow, A.H. et al (eds) Education of the Disadvantaged. New York: Holt, Rinehart and Winston, 1967.

11. _____ Education in the Depressed Areas: New York: Teachers' College Press, 1963.

12. Riessmann, F. The Culturally Deprived Child. New York: Harper & Row, 1962.

13. Wiseman, S. Education and Environment. Manchester: Manchester University Press, 1964.

Jamaican

1. Bernard Van Leer Foundation: Early Childhood Education in Jamaica. The Hague: Netherlands, 1972.

2. Blake, Judith. Family Structure in Jamaica. The Free Press of Glencoe, Inc., 1961.

3. Clarke, Edith. My Mother Who Fathered Me. London: Allen & Unwin, 1957.

4. Cumper, Gloria. The Child Born Out of Wedlock. Torch, Vol. 26, #1, 1977.

5. Grant, D.R.B. A Better Educational Start for Jamaica's Children. In UNICEF News Issue, #73, 1972.

6. Henriques, Fernando. Family and Colour in Jamaica. 2nd ed. London: MacGibbon, 1968.

7. Kerr, Madeline. Personality and Conflict in Jamaica. Collins, 1963.

8. Roberts, G.W. Fertility and Mating in Four West Indian Populations. Kingston ISER, UWI Jamaica, 1975

9. Walters, Elinor. The Project for Early Childhood Education: Profile of Basic Schools, PECE, Mona, U.W.I., 1968.

APPENDIX I

PECE

SCHOOLS FOR RESEARCH ACTIVITIES

Kingston East - St. Thomas West

AA	Wilbert Stewart Infant Centre
	Christie's Preparatory
	Rennock Lodge
4	Langston Preparatory
A	Sylvia Foote Infant Centre
	Burke's Infant
	Ramble
	Miller's Preparatory
	Port Royal
	Aoelus Valley
	Yallahs Infant Centre
	Cane River
9	Franklin Preparatory
BA	Easington
	Mount Olive
	Garden Preparatory
4	Burrows
17	

Kingston West

AA	Church of God Prophecy
	Denham Town
	Jones Town Infant
	Newland Town
5	St. John's
A	Denham Town Infant Centre
	Gayloe's Preparatory
	Jamaica Federation of Women (Pilot)
	Jebb Memorial
	Lyndhurst
	Warren
7	Y.W.C.A.
BA	Blount
	Texton Road Preparatory
	Ebenezer (Operation Friendship)
	(Demonstration)
	St. Simon's
5	Christian Progressive
17	

St. Thomas East

AA		Danver's Pen
		Summit Preparatory
	3	Ebenezer
AA		Somerset
		Font Hill
		Flemmingo (Seaforth)
		Bernard Prep (York)
		Baker's Hall
		Mount Stewart
		Airy Castle
	8	Beacon Hill
A		Serge Island
		Church Corner
		Dumphries Crescent
		Top Hill
		Arcadia
	6	Johnson Mount
	17	

Portland East

AA		Bethseda
		Black Rock
		Hope Bay
		Salvation Army (Pilot)
	5	Seaside
A		Black Hill
		Fellowship
		Jones Park
		Kennington
		Norwich
		St. Margaret's Bay
	7	Zion Hill
BA		Mill Bank
		Orange Bay
		Windsor
		Comfort Castle
	5	Forty Acres
	17	

Portland West - St. Andrew North

AA
- Cricket Way
- Olympia
- Mount Ogle
- 4___Brysons

A
- Wisdom's
- Penwood
- Tower Hill Mission
- Ruthven
- Mannings Hill
- Mount Charles
- 7___Balcarres

BA
- Ebenezer
- Allman Hill
- Bangor Ridge
- Skibs
- Buff Bay Methodist
- 6___Windsor Cast Baptist

17

Portland West - St. Andrew South

AA		Pembroke Hall
		Methodist Infant Centre
		Sydney Houghton
		Clydesdale
	5	Lalyce Gray
A		Laura's
		Maverley
		Clarion
		St. Margaret's
		Mount Charles
		Gordon Town
		Stony Hill
	8	Hermitage
BA		Mavis Bank
		Mount James
		Bowden Hill
	4	Guava Ridge
	17	

APPENDIX II

TYPE OF SCHOOL

CODE: 1 = Urban (Kingston) - slum, depressed
2 = Sub-Urban (Middle Class)
3 = Town (Country)
4 = Rural (Country)
5 = Sub-Urban (poor)

School Code No.	School	Parish	Type
01	Airy Castle	St. Thomas	4
02	Allman Hill	St. Andrew	4
03	Bakers Hall	St. Thomas	3
04	Balcarres	Portland	4
05	Bath	St. Thomas	3
06	Beacon Hill	St. Thomas	4
07	Bernard's Prep.	St. Thomas	4
08	Bethesda	Portland	3
09	Black Hill	Portland	4
10	Black Rock	Portland	4
11	Bryson	St. Andrew	1
12	Burke's Prep.	Kingston	1
13	Cane River	St. Andrew	4
14	Christie's	Kingston	1
15	Clydesdale	St. Andrew	2
16	Cricket Way	St. Andrew	1
17	Danvers Pen	St. Thomas	4
18	Dover	Portland	4
19	Duhaney Park	St. Andrew	5
20	Dunfries	St. Thomas	4
21	Ebenezer	Kingston	1
22	Ebenezer	St. Andrew	1
23	Ebenezer	St. Thomas	4

School Code No.	School	Parish	Type
24	Faith Prep.	St. Andrew	1
25	Fellowship Basic	Portland	4
26	Flemmings	St. Thomas	3
27	Font Hill	St. Thomas	4
28	Forty Acres	Portland	4
29	Garden Prep.	Kingston	1
30	Gayle's Prep.	St. Andrew	1
31	Guava Ridge	St. Andrew	4
32	Hope Bay	Portland	3
33	Jebb	St. Andrew	1
34	Johnson Mtn.	St. Thomas	4
35	Jones Park	Portland	3
36	Jones Town	St. Andrew	1
37	Kensington	Portland	4
38	Langston Prep.	Kingston	1
39	Laura's Prep.	St. Andrew	5
40	Mannings Hill	St. Andrew	4
41	Mill Bank Prep.	Portland	4
42	Miller's Prep.	Kingston	1
43	Mt. James	St. Andrew	4
44	Mt. Ogle	St. Andrew	4
45	Mt. Zion/Jam. Fed. of Women	St. Andrew	1
46	New Hope	Kingston (W)	1
47	Newland Town	Kingston (W)	1
48	Norwich	Portland	4
49	Olympic Gardens	St. Andrew	1
50	Pembroke Hall	St. Andrew	2
51	Penwood	St. Andrew	1
52	Powell's Prep.	Portland	2

School Code No.	School	Parish	Type
53	Progressive	Kingston	1
54	Red Hill	Portland	4
55	Reliable Prep.	Kingston	1
56	Rennock Lodge	Kingston	1
57	Salvation Army	Portland	3
58	Seaside	Portland	4
59	Serge Island	St. Thomas	4
60	Skibo	Portland	4
61	Somerset	St. Thomas	4
62	St. John's Infant	Kingston	1
63	St. Margaret	Portland	3
64	St. Martin's	Kingston	1
65	Stony Hill	Kingston	5
66	Summit Prep.	St. Thomas	2
67	Sylvia Foote	Kingston	1
68	Tower Hill	St. Andrew	1
69	Wilbert Stewart	Kingston	1
70	Windsor	Portland	4
71	Zion Hill	Portland	4
72	Denham Town	St. Andrew	1

APPENDIX III

UNIVERSITY OF THE W.I., INSTITUTE OF EDUCATION
BERNARD VAN LEER FOUNDATION OF JAMAICA LTD.
PROJECT FOR EARLY CHILDHOOD EDUCATION
(PECE)

PARENT INTERVIEW QUESTIONNAIRE (PIQ)

To the Interviewer: Please interview the FEMALE parent or guardian of the child. (If there is no female parent/guardian in the home interview the male). Because this is an important aspect of the Project, you are advised to make as many as three calls on the parent/guardian in order to obtain the interview. (If possible make the second and third calls at different times of the day or on a different day of the week).

FAMILY DATA

1. Name of child _____ _____
   (Surname) (First Name)
2. Other names _____
3. (a) Age_____(b) Sex_____ (c) Position in family____
4. (a) Name of Basic School_____(b) Class in School___
5. Parish_____
6. Relationship of parent/guardian to child:
   - A._____ Mother
   - B._____ Step-mother
   - C._____ Grandmother
   - D._____ Father
   - E. Other, specify_____

ATTITUDE TOWARD BASIC SCHOOL

1. Do you think that (child's name) attendance at _____ Basic School,

_____A. has made a difference in (his/her) behaviour at home,

_____B. has done more good than harm - it is easy to control (him/her) at home,

_____C. (a) has helped him/her to get along better with other children,

_____ (b) has helped him/her become more interested in things,

_____D. (a) has helped to improve (his/her) manners

_____ (b) has helped to make, him/her more cooperative and independent,

_____E. (a) has helped to make him/her express himself/herself better,

_____ (b) has helped him/her to ask more questions.

_____F. has helped him/her to be less clumsy in handling things and moving around.

_____G. Other (specify)_____

_____

2. How do you think (child's name) feels about going to _____ Basic School?

_____A. No response

_____B. Don't know

_____C. (a) He/she does not like it

_____ (b) He/she does not want to go

_____D. (a) He/she likes it

_____ (b) He/she wants to go

3. Is (child's name) the first child in your family to attend a Basic School?

_____A. No response
_____B. Yes
_____C. No

4. If you had other children, 4-6 years old, would you send them to a Basic School?

_____A. No response
_____B. Yes Why?_____
_____
_____C. No Why?_____
_____
_____D. Don't know

5. What do you like best about _____ Basic School?

_____A. No response
_____B. My child learns lessons which prepare him/her to do well in the Primary (BIG) School.
_____C. My child gets a chance to meet and play with other children.
_____D. My child enjoys it and has fun there
_____E. My child is away from the home for a few hours every week-day.
_____F. My child grows up more, i.e. he
(a) gains independence
(b) learns to get along with other adults.
_____G. Don't know
_____H. Nothing specially is liked about it

6. Did you attend any of the Parent Teachers' Association meetings of the Basic School last year?

_____ A. No response
_____ A. The Basic School does not have a Parent Teachers' Association
_____ B. Yes, about 1 or 1 times
_____ C. Yes, about 3 or 4 times
_____ D. Yes, about 5 or 6 times
_____ E. Yes, more than 6 times
_____ F. No, never attend any

7. Do you ever visit the school or meet with the teacher to discuss how your child is doing in his work?

_____ A. No response
_____ B. Yes, I visit the school sometimes (about once per term)
_____ C. Yes, I visit the school frequently, (about once per month)
_____ D. Yes, I visit the school only when invited by the teacher.
_____ E. I meet and speak with the teacher informally on the street.
_____ F. No.

8. If you had the time, and were asked to give some help to the school, what help would you give?

_____ A. No response
_____ B. Description of help (Be specific)
_____
_____
_____ C. None.

OPINION ABOUT CHILD'S SCHOOL PROGRESS

9. How do you feel about (child's name) work in school so far?

_____ A. No response
_____ B. Satisfied
Why?_____
_____
_____ C. Uncertain
_____ D. Not satisfied
Why?_____
_____

10. Has (child's name) had any behaviour problems in school so far?

_____ A. No response
_____ B. Yes
_____ C. Specify:_____
_____
_____ C. No

11. Has your child had any difficulties or problems with his school work?

_____ A. No response
_____ B. Yes
_____ C. Specify:_____
_____
_____ D. No

12. Has your child ever been absent from school?

_____ A. No response
_____ B. No
_____ C. Yes

Frequency and Reasons (specify)

		illness	truancy	fees	lunch	other
i)	one day per week					
ii)	two-three days per week					
iii)	one day per month					
iv)	two to three days per month					
v)	Nature/type of illness(es) _____ _____					

HOME LEARNING OPPORTUNITIES AND EXPERIENCE

13. Does (child's name) have books to read here at home?

_____ A. No response
_____ B. Yes, the Bible only
_____ C. Yes, one or two
_____ D. Yes, three to five
_____ E. Yes, more than five
_____ F. No

14. How often does he/she read by himself, here at home?

_____ A. No response
_____ B. Sometimes (at least once a week)
_____ C. Often (several times a week)
_____ D. Very regularly (at least once a day)
_____ E. Never

Why_____
_____

15. How often does anyone read to/with him/her here at home?

_____ A. No response
_____ B. Sometimes (at least once a week)
_____ C. Often (several times a week)
_____ D. Very regularly (at least once a day).
_____ E. Never.

16. You said someone reads to (child's name) sometimes/often/regularly).

Who reads to him/her?

_____ Mother
_____ Step-mother
_____ Grandmother
_____ Father
_____ Other (Specify)

17. What reading materials - books, newspapers, magazines - are in the home for children and adults? Be specific.

	For children	For adults
1.		
2.		
3.		
4.		
5.		
6.		

18. Does he/she have any games (card games, jig saw puzzles, lotto, checkers, etc.) to play with here at home?

_____ A. No response
_____ B. Yes, one or two
_____ C. Yes, three to five
_____ D. Yes, more than five
_____ E. No

18b. If yes, name some of these games.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

19. How often does he/she play any of these games?

_____ A. No response
_____ B. Sometimes (at least once a week)
_____ C. Often (several times a week)
_____ D. Very regularly (at least once a day)
_____ E. Never

20. Does a relative play any of these games with (child's name)?

_____ A. No response
_____ B. Yes

Relative	Times per week

_____C. No

21. Does (child's name) (a) listen to the radio here at home?
(b) watch the television here at home?

	Response	(a) Radio	(b) Television
A.	No response		
B.	Sometimes (at least once a week)		
C.	Often (several times a week)		
D.	Very regularly (at least once a day)		
E.	None at home		

PARENT-CHILD RELATIONSHIP

22. How often do you and (child's name) become engaged in a conversation?

_____ A. No response
_____ B. Sometimes (at least once a week)
_____ C. Often (several times a week)
_____ D. Very regularly (at least once a day)
_____ E. Never

23. Does (child's name) ask you a lot of questions?

_____ A. No response
_____ B. Yes - he/she asks some questions.

24. What do you do if (child's name) asks you a question which you cannot answer?

_____ A. No response
_____ B. Answer as best as I can
_____ C. Send him to someone else
_____ D. Look it up for him or with him.
_____ E. I know all the answers; child never asks a question I can't answer.
_____ F. Just tell him "I don't know the answer."
_____ G. Change the subject/ignore the question.
_____ H. Child never asks

25. How often would you say that you become angry/displeased with (child's name)?

_____ A. No response
_____ B. Sometimes (at least once a week)
_____ C. Often (at least several times a week)
_____ D. Very regularly (at least once a day)
_____ E. Never

26. How often does (child's name) do something for which you need to punish him/her?

_____ A. No response
_____ B. Sometimes (at least once a week)
_____ C. Often (at least several times a week)
_____ D. Very regularly (at least once a day).
_____ E. Never

27. What is one of the things that (child's name) does to make you feel pleased/happy?

_____ A. No response
_____ B. Specify_____
_____
_____ C. Nothing

28. What do you usually say, do and give him/her when you are pleased/happy with him/her?

	Reaction	Responses		
		No response	Nothing	Other - specify
A	SAY			
B	DO			
C	GIVE			

29. What form of punishment do you give (child's name) for doing something wrong?

_____ A. No response

_____ B. Ignore him/her

_____ C. Speak harshly to him/her

_____ D. Take away privileges

_____ E. Flog him/her with_____

PARENTAL ASPIRATIONS

30. If you had your wish, and (child's name) had the opportunity, how far in school would you like him/her to go?

_____ A. No response

_____ B. Don't know

_____ C. Finish primary school

_____ D. Attend and graduate from a:

_____ i) Junior Secondary School

_____ ii) Technical High School

_____ iii) High School

_____ iv) Teachers' College

_____ v) Commercial School

_____ vi) University

_____ vii) Trade School

_____ viii) Other (specify)_____

_____

31. In your present circumstances, how far do you think he/she will actually go in school?

_____ A. No response
_____ B. Finish Primary School
_____ C. Not finish Primary School (reach Standard 6 - Grade 12)
_____ D. Attend and graduate from a:
_____ i) Junior Secondary School
_____ ii) Technical High School
_____ iii) High School
_____ iv) Teachers' College
_____ v) Commercial School
_____ vi) University
_____ vii) Trade School
_____ viii) Other (specify)_____

32. What kind of job do you think (child's name) will actually get when he leaves school?

_____ A. No response
_____ B. Don't know
_____ C. (Specify) _____
_____

33. (Estimate of child's standing in class when he enters the Primary School).
"This is a picture of a class of 10 children in the Primary School).
This one is doing the very best work (point to one on interviewer's left). This one is doing the very poorest work (point to one on the interviewer's right). Please point to the one you think (child's name) will be when he/she first enters the Primary School."

_____ A. No response; don't know
_____ B. First in class (very best work)
_____ C. Second in class
_____ D. Third in class
_____ E. Fourth in class
_____ F. Fifth in class
_____ G. Sixth in class
_____ H. Seventh in class
_____ I. Eight in class
_____ J. Ninth in class
_____ K. Tenth in class (very poorest work)

34. "Now, I would like to ask your opinion about most schools and teachers. Please tell me how you feel about each one of these questions."

PARENTAL EDUCATIONAL ATTITUDE

	Yes	Don't know	No
a. Do teachers always expect children to obey them?			
b. Is getting a good education the best way for poor people to improve the way they live?			
c. Do most teachers like quiet children better than active children?			
d. Is there anything that you can do to improve Basic Schools?			
e. Are most classrooms overcrowded?			
f. Do most teachers really want parents to visit the school?			
g. Do sports and games take up too much school time?			
h. Do most children behave so badly in school that teachers can't teach them?			
i. Should more time be spent teaching children reading, writing and arithmetic?			
j. Are there any children in the Basic School with whom you do not want your child to play?			
k. Is it alright for parents to keep their children out of school to help out at home once in a while?			
l. Can teachers who are very friendly control children?			
m. Do teachers make children doubt and question things that they are told at home?			
n. Do most teachers set good examples for your children?			
o. Are parents to blame when children do not work hard in school?			
p. Do most children have to be made to learn?			
q. Is the training of teachers the best way to improve the Basic School?			
r. Should parents make a sacrifice to pay Basic School fees?			

35. How many children between the ages of 4 and 6, and 6 and 12 are living in this home?

	4-6	6-12
Number		

36. Do you sometimes feel that you would like some more schooling?

_____ A. No response
_____ B. No
_____ C. Yes
If yes, what type?
_____ i) Literacy
_____ ii) Trade
_____ iii) Secretarial
iv) Other (Specify)_____

37. How far did you go in school? (What class did you reach in school?)

_____ A. No response
B. Specify_____

38. Are you now:

	No	Yes
A. employed full-time?		
B. employed part-time?		
C. dependent on the child's father?		
D. dependent on a relative		
E. No response		

39. Do you earn

_____ Under $1.00 per day?
_____ Over $1.00 but less than $3.00 per day?
_____ No response

40. How much difficulty do you experience in paying the school fees?

_____ A. No response
_____ B. None
_____ C. A little sometimes (about once per month)
_____ D. A great deal (more frequent than once a month)

41. Where did you take your child or allow him/her to go on the last public holiday?

_____ A. No response
_____ B. Nowhere
C.

Taken to	Allowed to go

42. What parties do you plan for (child's name) and/or allow him/her to attend?

_____ A. No response
B.

Planned for	Allowed to attend

_____ C. Planned none
_____ D. Allowed him/her to attend none

INTERVIEWER'S OBSERVATIONS/COMMENTS

43. Condition of neighbourhood

_____ A. good residential
_____ B. deteriorating residential
_____ C. slum

44.i) Structural condition of house

A. good condition - does not need repairs
B. needs minor repairs
C. dilapidated

	Yes	No
The sides are made of "Standard" building materials		
The floor is made of "Standard" building materials		
The roof is made of "Standard" building materials		

The sides are made of (specify) _____
The floor is made of (specify) _____
The roof is made of (specify) _____

ii) Size of house

_____ A. one bedroom
_____ B. two bedrooms
_____ C. more than two bedrooms

45. Did you see:	Yes	No
Bed(s) anywhere?		
Toilet facilities?		
Bathroom facilities?		